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HISTORICAL SKETCH
OF THE
STATE COLLEGE OF WASHINGTON

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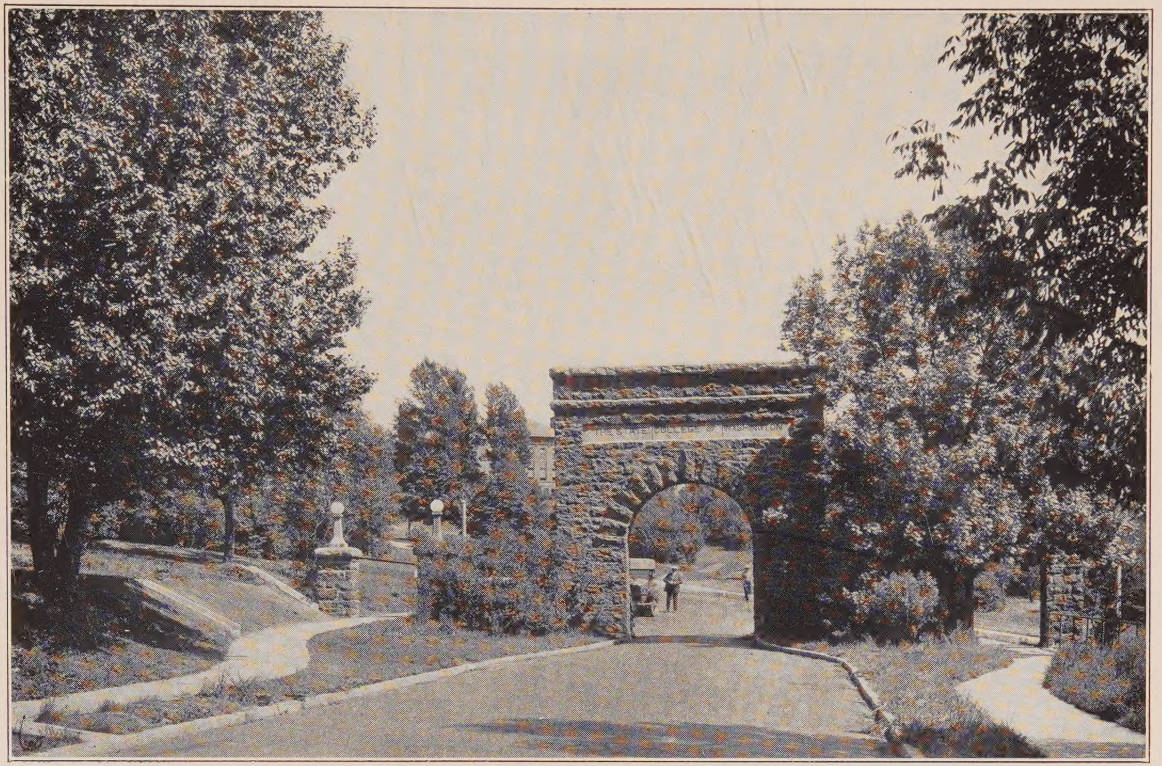

ROMAN ARCH. ENTRANCE TO COLLEGE GROUNDS
GIFT OF CLASS OF '05

HISTORICAL SKETCH

OF THE

STATE COLLEGE OF WASHINGTON

1890--1925

By

ENOCH ALBERT BRYAN

Sometime President of the
STATE COLLEGE OF WASHINGTON

Published by the Alumni
and the Associated Students

PREFACE

RETURNING to the State College in 1923 as Research Professor of Economics and Economic History I was repeatedly urged, especially by the alumni, to write a history of the college of which I had been president from 1893 to 1916. A feeling that the development of higher education in the Pacific Northwest during its growth from pioneer settlements into prosperous states has more than a local and temporary significance, impelled me to yield to the constant urging. The impulse to write the story was further strengthened by the fact that the evolution of the State College requires an interpretation as well as a record of its history.

As is well known, the State College is one of a group of state institutions of which there are more than fifty in the United States. This group marks the most significant movement in higher education, not only of the century in which it began, but of the past five hundred years. The advent of this group is both cause and effect of the shift of the basis of higher education from its dependence upon language and literature to its basis upon science and the scientific method. The movement came in response to the aspirations of the great industrial democracy which had grown up in the United States. These aspirations had found conscious expression in certain legislation, which,

though enacted amidst the throes of a great civil war, nevertheless constituted the greatest peace act of the century in which it occurred. The misinterpretation of this act well nigh led to the thwarting of its aims.

Thirty years had passed between the passage of the Morrill Act and the opening of the doors of the State College and yet hardly a beginning had been made in the realization of the means, methods and ends which should accomplish the aims of the new educational system. Indeed, in so far as this new system affected agriculture and the agricultural classes, its real beginning was in the Hatch Act of 1887. The State College, almost from the enactment of its Charter of 1890, became an exponent of the broader interpretation of the law and the more complete accomplishment of its purpose in the education of the industrial classes.

Therefore, impelled by my love for the college, by my deep interest in the great Pacific Northwest, and especially by my desire that the true interpretation of the movement to fit higher education to the needs of a great industrial democracy might be understood by the public, I consented in the early summer of 1927 to attempt this historical sketch. I made it a condition that I should be relieved wholly from the burden of the publication and distribution of the work. This the Alumni Association and the Associated Students gladly consented to relieve me of.

In telling the intimate and dramatic story of the development of the young college in the pioneer condition of the state—an epic, if you please

—I have spoken frankly about many things, yet with no bitterness or desire to provoke controversy. I have been fully conscious of the defect that such a book must of necessity be altogether too autobiographical — yet that could not be helped except by pretenses. The other defects and omissions may be altogether too clearly seen. They are in part inherent in the subject.

In some respects it is a defect that the book should include the chapters on the extra curricular activities of the college and the rather abundant illustrations of the stages of its growth. Yet these reveal in part the real history of the institution.

I give the volume to the alumni of the college, past and future, and to the public for what it is worth. Thanks are due to Miss Isobel Keeney for the preparation of material on the extra curricula activities of the college, also to Judge Thomas Neill for his interesting story of the particulars attending the location of the college.

TO my beloved wife, Harriet Williams Bryan, whose courage, loyalty and devotion sustained me during the trying early years of the college and whose wisdom and discretion contributed so much to the unity and loyalty of the faculty, throughout its entire history, this volume is dedicated.

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Enoch A. Bryan

PRESIDENT OF THE STATE COLLEGE 1893-1916

I.

IN THE BEGINNING
1890-1893

"THE CRIB," 1891

THE STATE COLLEGE OPENS ITS DOORS

THE State College of Washington opened its doors for instruction on the thirteenth day of January, 1892. The building, a one-story brick structure 36 by 60 feet, the contract price of which was $1500*, stood on the summit of the hill where now (1927) the old Gymnasium stands.

*It has been stated on good authority that the actual cost of the building was $4,000. The warrant in payment of the contract and extras was for $1533.50 which was delivered to the bondsmen. Presumably the difference between the contract price and the actual cost was paid locally, hasty action in letting the contract being deemed necessary to forestall the anticipated injunction suit.

The brick wall forming the west end of the large room of the Gymnasium formed the rear wall of the "Crib," as the little building for the infant college was later called by the students.

On the night of the twelfth, one of the first students enrolled in the institution kept the fires burning in the stoves to dry the plaster and render the building endurable for the opening on the next day. The weather was cold and the scene presented on that wind-swept hill is a picture from which the history of the College may well begin. The rolling Palouse hills, stretching as far as the eye could reach in every direction, glistening white in their blanket of snow, were bleak and desolate and seemingly isolated from all mankind. There was not a tree or shrub on the campus or anywhere in sight on that billowy and seemingly boundless prairie. From a neighboring hilltop there might be heard, throughout the night, the yapping of the coyote, answered by the howl of some lonely settler's dog. When morning dawned the scene was even more desolate. A barbed wire fence surrounded the tract soon to be called the campus. A single wagon track circled the commons on the hillside now known as College Hill. Nearly a mile away, in the valley, could be seen the "business" portion of the village of Pullman. To the south there was a group of houses on "Methodist Hill"; to the west, another group on "Sunnyside"; and to the northwest, a number of scattered cottages covered "Military Hill." Along the Palouse creek through the valley ran the two

lines of railway, the Union Pacific and the Northern Pacific. The entire hillside between the town and the "Crib" was devoid of houses, streets and sidewalks.

Bleak, cold and lonesome seemed that little structure called "The College" standing on that bald hill on that January morning in 1892.

The local and regional environment was not much more in keeping with the ideal conception of the environment of a college.

The town of Pullman had about 350 inhabitants; the young city of Spokane less than 20,000; and Washington, then, and for years after it had been admitted as a state, called "Washington Territory", had according to the census of 1890 less than 350,000 inhabitants. Two-thirds of the population of the state lived in a narrow strip west of the Cascades—400 miles away as the crow flies. The remaining one-third lived for the most part in a strip about fifty miles wide along the eastern border of the state, extending from old Colville in the north to old Walla Walla in the south. Between these two strips of newly peopled territory lay a broad sage-brush desert, 150 miles wide and beyond that a broad mountain range 100 miles wide, both together in their entire area from Canada on the north to Oregon on the south and from the foot of the Cascades on the west to Sprague on the east having less than 25,000 people. To the eastward of Pullman, Idaho, 84,000 square miles in area, half of which

was in rough mountainous territory, had but 84,000 people—one to the square mile. Oregon, with a population a trifle over 300,000, most of it concentrated west of the Cascades in Willamette Valley, lay to the south and southwest.

The sparse population of this entire area was engaged in farming and in the livestock and mining industries.

At Pullman the summer environment was scarcely less suggestive of academic groves than the bleak winter landscape. Around the houses scattered over the seven hills lay the commons over which the town cow peacefully browsed. College Hill, then called "Mechanic's Hill," now the principal residence district, was covered with bunchgrass sod interspersed with the sun-flower and the lupine. There was not a tree in sight.

Through the principal village street on almost any spring or fall day filed the prospector's train of pack horses or burros with their tinkling bells, or, in single file, on parti-colored cayuses, a long line of Indian bucks followed by their squaws and papooses. The cowboy with chaps and sombrero and clinking spurs clanked along the streets or lounged about the doors of the saloon. As the summer advanced the lop-sided header wagon, the cook wagon, with cow tied behind, the awkward looking header, pushed instead of pulled by the horses, and threshers drawn by six or eight horses filed through the streets on their way to the wheat ranches. In late summer and fall, long lines of

wagons with California beds, on which were wheat sacks piled high, plodded through clouds of dust or awaited their turn for discharging their load at warehouse or platform.

The sociological environment of the infant college was quite in harmony with its physical.

In Washington there were but three cities maintaining four year high schools—Seattle, Tacoma and Spokane. Others maintained shorter courses or offered a condensed and miscellaneous program. Oregon had but one four-year high school—Portland, and Idaho but one—Boise. A few struggling academies, sound in heart but lacking in material resources, were struggling to maintain the traditions of the classical and ecclesiastical regime in education.

The University of Washington located in the most promising city of the state, in 1892, then nearly 32 years old, had a faculty of ten, with a total enrollment in the four collegiate classes of forty-two. The rest of its 271 students were in "normal", "business" or "music" courses. Its president received a salary of $1800 and the other faculty members much less. It had been receiving from the state $5000 a year for maintenance. At Walla Walla, then the oldest, and for a long time the most considerable town of the state, had been maintained the struggling Whitman Academy, fruit of the missionary zeal of Father Eels. This academy had lately assumed the name and some of the functions of a college, but was still in helpless poverty. "Schools and the means of educa-

tion" were still by no means neglected by the settlers, but as yet provision for anything beyond the three R's was scanty.

Surely a grim belief in education as a vital need of the commonwealth must have been lodged somewhere in the heart of the pioneers to lead them to found such a college in such a spot at such a time with such an environment. It was such a belief that found utterance in our state constitution in the declaration that "education is the paramount duty of the state." It was part of our national heritage that had echoed on down from the Ordinance of 1787. It was a wavelet breaking on a far distant shore from the stirring of educational thought in the national Morrill Act of 1862.

A deathless hope for posterity, and a dauntless courage, must have filled the hearts of the forefathers to enable them to catch a vision of a great and beneficent university in that little hut on the summit of that bleak and wind swept hill.

Under such conditions the beginnings of a college must be humble and the adjustments to conditions must be many. How often has the story been told in our American history. Such was the story of our Harvard, such our Princeton and Yale, and nearly all the great colleges of America, and the small colleges that have blessed our American national life.

On the 13th the enrollment began. The little faculty of five members met a group of youth of

varying ages and in various stages of education and roughly arranged them into classes so that instruction might begin at once.* The Professor of English once told me that after probing for some time to find out just where instruction in the class in English ought to begin, she finally decided that the best basis would be the English sentence consisting of subject, predicate and copula. She succeeded in due course of time in developing the idea of the subject and the predicate, but she was still in grave doubt whether her students ever did grasp the idea of the copula.

The remainder of the academic year was divided into two terms of ten weeks each, the second term beginning April 6th. The "preliminary" announcement of the opening, published some time after the actual opening, gives a total enrollment of 60 of whom 16 were classified as freshmen and the rest as preparatory. Out of the 60, 50 were from Whitman county and apparently 40 of these from Pullman. There was one each from Spokane, Aberdeen, Blaine, Ellensburg, Arden, and Lind. Four, given from other states, were probably, in reality, new comers to Pullman.

The first annual catalog, published in the summer of 1892, gives a list of 21 freshmen and 63 preparatory students—a total of 84 as enrolled in

*The list of students present on the opening day was as follows: John Klemgard, Orin Stratton, L. P. Farr, H. S. Burnham, M. C. Leuellen, I. E. Day, Walter Hodges, Ben Clark, Will Kruegel, Otis Baird, Albert Sheldon, Harry Sheldon, George Deaver, H. L. West, Bert Williams, W. D. Barkhuff, Will Palmerton, Glen Sargent, John Vosberg, W. C. Vosberg, John Beams, Carol Brewrink, George Farr, H. Van deWalker, John Harris, Allie Stratton, Frankie Stratton, Mattie Beams, and Estella Stevenson.

the first two terms. This catalog gives some interesting and significant photographic reproductions of buildings then under construction and scenes supposed to illustrate the proposed instruction in agriculture. In one of the pictures students are hoeing in a cabbage patch on that part of the campus which we now call "the old quad;" in another, a student is triumphantly holding aloft a squash in a patch of pumpkin vines.

The first catalog, published nearly a year after the opening, states that candidates for admission to the freshmen class "*must be able to pass* a satisfactory examination in reading, spelling, penmanship, arithmetic, grammar, geography and United States history. A knowledge of elementary algebra is desirable." And then, that no aspiring youth might be wholly shut out from an opportunity in life, it is stated "For the benefit of those who are not far enough advanced in these studies to enter the freshmen class, a preparatory course of instruction is offered." If a cynical smile passes over the lips of the reader, I would remind him that this humble beginning has its parallel in the day of small things that has marked the advent of most American colleges and universities, and I would suggest that, for its true interpretation he should reflect more deeply on the day of small beginnings.

The preparatory course offered included the common school branches, together with a single term (10 weeks) of elementary algebra and elocution. That the question of entrance to the preparatory department might not frighten any deserv-

THE CABBAGE PATCH

The above picture shows Old Ferry Hall, under construction in 1892. It stood where Ferry now stands. The picture looks across the "old quad" from the present position of the Administration Building. It illustrated in the first college catalogue the conception that many otherwise intelligent persons had of what an agricultural college should be and what students should learn. To a certain extent, the earlier agricultural colleges held to the "cabbage patch theory" of college education.

ing youth away, the Board of Regents at its meeting on December 1, 1891, "Resolved, that any person 14 years of age; and who understands arithmetic through fractions; who can distinguish the parts of speech, who can read, write and spell, reasonably grounded in geography, can enter this course (the preparatory) and upon completing the course or passing a satisfactory examination in it, is entitled to admission to the regular college courses." The preparatory course as set forth was for one year, and included arithmetic, grammar, United States history, geography, physiology, spelling, penmanship, elocution and ten weeks of elementary algebra.

Over the little group of students, all of whom were of sub-collegiate grade, a little faculty of five, later of six, was to preside. All of its members but one had other duties, viz, to serve as members of the experiment station staff.

The president was Dr. George Lilley, who from 1884 to 1890 had been connected with the South Dakota Agricultural College at Brookings, S. D. During his first two years at Brookings, he had been president, and during the last four years he was professor of mathematics.

I have been unable to trace his entire collegiate career as a student. His freshman year was at Knox College. He later was a special student of mathematics at the University of Michigan in which subject he appears to have been quite proficient. I cannot find that he took a bachelor's degree. He received the honorary degree of A. M.

from Illinois Wesleyan, Washington and Jefferson, and Knox College. He received the honorary degree L. L. D. from Craddock College, Quincy, Illinois, and the degree of Ph. D., in non-residence, from Illinois Wesleyan. He is the author of an elementary and an advanced algebra which appear to have been published not far from the time he came to Pullman. Some time after leaving Pullman he became professor of mathematics in the University of Oregon where he remained until his death. At the time of his coming to Pullman he was about 40 years old. Here he was president of the college and director of the experiment station and in accordance with the provision of the charter he was ex-officio secretary of the Board of Regents. In addition to those duties he taught mathematics and elementary physics. In personal appearance he was large, of very dark complexion and quite deliberate in his speech and movements.

Three of the five members of the faculty he brought with him from South Dakota.

Of these, Mrs. Nancy L. Van Doren was professor of English, librarian and a year later, preceptress of the dormitory for women. She was at this time about fifty years of age, refined in appearance and of gracious and gentle demeanor. She was born May 22, 1842 at Nellore, India. Her father, Stephen Van Husen, was a Baptist missionary. Her mother was Joanna Brown Van Husen. Mrs. Van Doren died December 10, 1922, in Spokane. She had served as professor of English at Brookings, and in other teaching positions prior to her engagement there. She was a graduate

of the Genneseo, New York Normal School, in the early days a very progressive and noted institution.

Dr. Charles E. Munn, professor of veterinary science, was a brother-in-law of Dr. Lilley and was also from Brookings. At Pullman he lectured on veterinary science and taught elementary physiology.

J. O'B. Scobey was professor of agriculture. At Brookings he had been known as a business man and politician. I have been unable to ascertain what, if any, scientific education in agriculture he had previously had. One of the first-year students recalls that Mr. Scobey taught arithmetic and that he was an interesting teacher. After his dismissal from the college in the fall of 1892 he became editor of a paper in Olympia, and took an active part in the overthrow of the board which had dismissed him. In 1895 he served as a member of the House of Representatives from Thurston county.

E. R. Lake, M. S., professor of horticulture and forestry, was a graduate of the Michigan Agricultural College. At Pullman he taught botany and forestry and such preparatory classes as were assigned to him. He later became a professor in the agricultural college of Oregon.

George G. Hitchcock, A. B., professor of chemistry, the sixth member of the faculty, had been well trained in that science in the University of Nebraska. He was in Pullman from April to December 1892, with a vacation from the middle of June to the middle of October. Besides chemistry, Professor Hitchcock had a class in pharmacy

the first year. He has since had a worthy career as a professor of chemistry in other institutions.

The preliminary "announcement" presented an "Agricultural Course," a "Mechanic Arts" course and "Domestic Economy" course, each of four years; also a "Pharmacy" course of two years besides a one-year preparatory course.

In this, besides the Agricultural course which included Horticulture and Forestry, Mechanic Arts course and the Domestic Science course, each of four years, there was also offered: a Course in Chemistry; a Course in Mining Engineering; a Course in Civil Engineering, a Course in Mechanical Engineering; and a Course in Electrical Engineering. Each was a four-year course. The first two years of the course in chemistry were identical with the course in agriculture, and the first two years of all the engineering courses were identical with the course in mechanic arts. Two-year courses in assaying and pharmacy were also offered, and there were enrollments in both of these the first year.

It is interesting to note that provision for instruction in Latin, French and German was made both in the curriculum and also in the daily schedules. It is worthy of remark that the "announcement" and the first annual catalog offer the first course in domestic economy (home economics) in Washington. The later developments of this course into a full-fledged department leading to a degree is the beginning of this important work in this state. From the first year also a place was found in the scheme of education for music and the fine arts. A characteristic of the

curriculum as a whole was the important place assigned to the laboratory, shop and field work, in accordance with the law.

Within a year after the opening of the college a large part of the broad field marked out in the original organic act and in the amended act of 1891, then in full force and effect, had been occupied. It was fully recognized in the proceedings of the Board of Regents that the field of the Scientific School had not as yet been fully occupied and direction was accordingly given for the preparation of suitable curricula, or modifications of the existing curricula that should include that field also. It is a significant fact that the field just marked out for the college by the laws of the state and national governments was at once occupied.

The school year consisted of three terms of ten or twelve weeks each. With the coming of the spring of 1892, the enrollment very naturally dwindled, most of the students returning to the farm. Of those enrolled in the winter and spring terms of 1892, nine graduated later—in from six to sixteen years. All of the students were of subcollegiate grade, though most of them were mature young men and women.

The short remainder of the academic year—January to June 1892—was a period of much enthusiasm, both on the part of the college and the town. Recovery from the disastrous fire which had swept away the business portion of Pullman in July 1890, and the certainty that the location of the college was settled, created an optimistic spirit. Farmer's institutes held in the surrounding country increased the enthusiasm. One can

readily visualize the scene—the "crib" on top of the hill, with an assorted student body, pursuing, in the main, studies of secondary grade; the village at the foot of the hill, proud of its achievement in locating the college and full of dreams for the future; the little faculty isolated and struggling to make the most of the circumstances.

We have now sketched briefly the first few months of the college, and introduced the faculty, the student body and the village. The President of the college was popular; nearly every student had a paying job; the community was spending money freely; but dark clouds were hovering above the horizon and low rumblings could be heard by the attentive ear.

A Revolution In Higher Education. Retrospect

The story must now go back, after the manner of stories, to pick up the threads of fate and bring the reader to the point in the life history of the college where it was the living, moving thing we have glanced at.

Otherwise, the reader would not understand or correctly interpret the cause of its existence, its functions and accomplishments as an instrument of higher education for the people of the state. It will require some patience and thoughtfulness on the part of the reader to acquaint himself with the things that did go before and those that come after the opening of the college.

As one visualizes the small college in its bleak and lonely situation in a sparsely settled com-

munity in a pioneer state just admitted to the union, he naturally wonders how it came to pass. How, under the circumstances, did there come to be any college at all, much less such a college? What were the antecedents that led to this apparently feeble beginning? The answer to this question is inspiring for it at once leads us into a recital of the story of one of the greatest movements in American education—a movement which has been significant and even revolutionary in world education. Without an understanding of this movement the history of the State College of Washington could not be understood or explained. For the State College is not only a state institution but it is a national institution as well; one of many that are similar to it. Moreover it is a part of the most characteristic system of higher education in the last century. I will tell you the story of how it came to pass.

Washington was admitted to the Union on November 11, 1889. The territorial status back in 1853 had come more quickly than did statehood in 1889. But its aspiration had at last been realized and, in a class with Montana and the two Dakotas, Washington was ushered into the Union. To accomplish that an "Enabling Act" had to be passed by congress which should authorize the state to adopt a constitution and become a full-fledged member of the Union. By the Enabling Act, Washington, in accordance with well established precedents, was the recipient of certain gifts of public land granted for well defined objects. Acceptance of these lands was under definite conditions.

For educational purposes, besides one-eighteenth of the state's entire land area for the common schools, there was granted, for the university 46,080 acres; for normal schools, 100,000 acres; for a college of agriculture and mechanic arts, 90,000 acres; for a scientific school 100,000 acres; for penal, reformatory educational and eleemosynary institutions, 200,000 acres.

Profiting by a knowledge of the misfortunes of the older states that had parted with their munificent land grants for a song, Congress had provided that none of the land thus granted should be sold for less than ten dollars per acre, and that the proceeds must be put into a permanent and irreducible fund, no part of which should be spent for buildings or the repair of buildings, and the revenue from which should be used exclusively for the maintenance and support of the institutions. It provided further that the proceeds must be invested in national, state, or municipal bonds, or other good securities, bearing an interest of not less than five per cent; further, that in case any part of the permanent fund should by any chance be lost or diverted from its proper purposes the loss should be made good by the state.

To become the beneficiary of these grants the state must formally accept the provisions of the act or acts under which they were granted. Therefore, in 1889, when the first legislature had met—it was confronted with the duty of accepting the terms of the acts of Congress and making provisions for carrying into full force and effect the high purpose of the nation in making this disposition of a portion of the public domain.

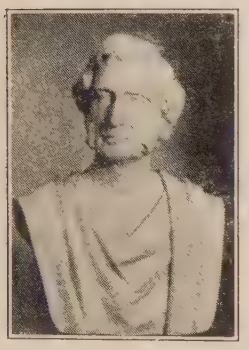
Even at that early date the superior intelligence, the low percentage of illiteracy among the people of the state, and their determination to make ample provision for education of every grade were apparent. In addition to the two national land grants which fell to the lot of the State College, (the one for the college of agriculture and mechanic arts and the other for the scientific school), the first legislature of the state made additional apropriations of money to the college which it created and added other duties to those prescribed in the national laws.

The system of land grant colleges had already been in existence for a quarter of a century and more, and there had been additional acts of congress supplementary to the act of 1862 which gave a fuller expression of the purposes of the legislation and made further financial provision for the development of the system. In particular there had been passed in 1887 the act known as the Hatch Act for the establishment of agricultural experiment stations. In 1890 the second Morrill Act for the further endowment of colleges of agriculture and mechanic arts had been passed. The Hatch Act was the result of the realization after twenty-five years of disappointing experience that while, theoretically, agriculture might be used as a means for education, nevertheless it was lacking in two important particulars. First there was not as yet an organized body of scientific knowledge related to the subject which might serve as a basis of scientific agriculture as it should be taught in college; and second, even such knowledge as there was had not yet assumed a pedagogical form.

The second Morrill Act passed in 1890 was intended to strengthen certain phases of this type of education which were not sufficiently provided for by the state or from the land endowment. It had become evident that industrial education must include a larger study of economics and that it must include the liberal arts. Thus our state legislature at the time of its meeting was confronted with the two gifts of land, and two grants annually of money from the United States Treasury.

In all of the cases (the acts of 1862, 1887 and 1890) it was essential that the state should formally accept the gifts and become obligated with the terms and conditions prescribed in the acts. It was further evident, in view of the $10 per acre minimum price for the land, that it would be years before this could serve as a source of revenue for the support of the institution, and that meanwhile money must be appropriated by the state for maintenance. Furthermore, upon the state rested the necessity of providing all buildings, (for the United States gave nothing for these) and also of providing adequately for facilities, for instruction, for upkeep and for operation.

A recital of these circumstances is necessary to understand the origin of the State College. The Legislature of 1889-90 thus faced the problem of disposing of these lands and monies—the gift of the nation for a definite purpose. To do that it must create a college or adopt one already in existence and modify its charter to conform to the federal requirements. If a new college should be created provision must be made for any additional functions and for its location and support.



SENATOR MORRILL

The State College is one of the so-called "land grant" colleges and universities, a unique group of institutions, much praised, much criticized and even yet much misunderstood, both popularly and in academic circles. The story of the origin of this distinctive group of colleges and universities, with its unusual functions and its dual origin and means of support, and its dual responsibility, state and federal, is interesting and instructive.

The nation had from the outset recognized its responsibility for education, higher and elementary. It was a cardinal political doctrine of the Republic from the beginning that "schools and the means of education should forever be encouraged." It had set apart public lands, where there were such lands, for elementary schools. It promptly began to promote the establishment of colleges and universities by gifts of land to states for that purpose. But it was not until 1862, when we were in the throes of a great civil war that the nation did, in the greatest peace act of the century, lay the foundation of that unique group of institutions of which the State College of Washington is a member.

By this great act of Congress, approved July 2, 1862, popularly known as the Morrill Act, public lands were set apart for the endowment, support and maintenance of at least one institution in each state. The states then within the

Union were to receive land or land scrip to the extent of thirty thousand acres for each member of congress (senator or representative) for this specific purpose. Thus, a state having two senators and one representative would receive ninety thousand acres of land or land scrip.

The land scrip was a certificate authorizing the owner to locate and receive title to any public land open to entry. Land scrip was provided because, in the original thirteen states and in some others admitted later, there were no public lands at the time of the passage of the act. As states were admitted successively, after the Act of July 2, 1862 went into effect, they likewise were made the beneficiaries of this act.

To comprehend more fully this epoch-making act one must recall the status of higher education at that period. From the time of the Revival of Learning — say, four centuries earlier — to the middle of the 19th century, college and university education had been verbalistic and literary in character. The chief instrument of education had been the Latin and Greek languages and literatures. Much more than one-half the college curriculum had been devoted to linguistic and literary studies and practice. To these had been added mental and moral philosophy and formal logic. Certain abstract sciences, especially the mathematics and astronomy, pursued by a deductive method, also found a place in the college curriculum.

The content of this curriculum was called "Learning," and the possession of the "Learning" was called "Scholarship." The source from which "Learning" was obtained was books. The source

from which the books obtained it was some "Authority" who had obtained it from other books or evolved it by a system of logical deduction. The process by which it was obtained was largely the study of books. Words, Dogma, and Formulae, based on indisputable Authority naturally had an exalted place in "Learning."

Back of this there was that theory of Metaphysics (psychology) which emphasized greatly the distinction between Mind and Body; which conceived of the human Soul as sitting within the earthly house of this tabernacle, the Body, looking out upon the material world and looking in upon its own Faculties and Capacities, and appropriating and feeding upon certain ethereal food, called Ideas, and growing thereby. There was great fear lest the Mind, in its growth on spiritual food, should be contaminated and stunted by something utilitarian and earthly. Out of this philosophy and in defense of the verbalistic theory of "Learning" and the reign of "Authority," grew the doctrine of "Disciplinary" and "Cultural" education which characterized especially the middle of the last century.

The very narrow curriculum of the colleges—Greek, Latin, Philosophy, Logic, Mathematics—down to the middle of the last century, had led to their use chiefly for college education for the so called "learned professions." These were "the ministry," law and medicine, but by far the chief of these was the ministry. Not only the Sacred Books but almost all theological literature, the deliverances of church councils, the church dogmas and formulas, doctrinal disputations, the teach-

ings of the church fathers, catechisms and confessions of faith, were in Latin or Greek.

The Revival of Learning had led the churchmen, through whom largely it came about, into the Pagan literatures of Greece and Rome and in these they reveled with delight. The Law also found its background embalmed in Latin—mediaeval Latin it is true, but as the civil law and its expositions were in Latin, and among the northern nations, lawyers were mostly churchmen who were learned in Latin, this development was not unnatural. The inclusion of the physician in the "Learned Professions" as one trained in the verbalistic regime was less normal, but the wizards of an earlier period did love to hide the mysteries of their drugs and nostrums under words of an unknown tongue. Thus it came to pass that down to the middle of the last century and later, the chief function of the college was the production of a small, select, distinctly separate class or caste, trained in literature and philosophy and constituting the "Professional Class."

Over against this "Professional Class" were the great "Industrial Classes"* For these there was no such instrumentality as the college for preparing for life or life's work.

But why should there be? Why should Agriculture and Manufactures and Mining and Commerce and Transportation have men trained in colleges to serve them? Men in these classes dealt with Things. Colleges dealt with Ideas—with

*The misinterpretation of this phrase, "the industrial classes," as meaning the day laborer, wage earners, etc., is responsible for a widespread misapprehension of the purpose and provision of the legislation.

Spiritual Entities and Forces. These were of the earth, earthy. Those, if not of the Lord of Heaven, at least dealt in ethereal generalizations which seemed to have little bearing on our common human welfare. There had been, however, from time to time over a long period, a growing restlessness and dissatisfaction with the formalism and dogmatism and emptiness of the verbalistic regime in higher education and there had been a growing aspiration, too, on the part of the industrial classes—that is, of the ninety-eight per cent of the population outside the "Learned Professions", for larger knowledge and greater power and the application of these to the material world.

Science too, had made some progress in spite of the schoolmen. Slowly indeed did the inductive system make headway against or in spite of the strength of a deductive philosophy. Very slowly the scientific method began to affect the natural sciences. Nomenclature and classification seems to have been the necessary first step in any department of natural science, and these once having been developed and stated and become "Authority" they likewise could take their place as a content to be "learned", in the more progressive college curricula after the approved manner of the old regime.

At any rate the emptiness of the old regime and the alluring possibilities of a higher education that should be "useful" to the great mass of mankind engaged in the several pursuits and professions of life, had created here and there a growing aspiration for a New Regime in Higher Education. This did not spring from the college, for faculties were

ultraconservative, and were driven more and more into a casuistic defense of an exclusively verbalistic system which had now become indefensible. It sprang out of the industrial classes themselves.

I do not desire to go into the detailed history of the various steps leading up to the passage of that epoch-making bit of national legislation known as the Morrill Act.

The Morrill Act

The Act itself popularly bears the name of a store clerk from Vermont who by sheer force of personal initiative had made his way into Congress—Representative, afterwards Senator Justin S. Morrill. Like all of his kind he was an admirer —almost a worshipper of the college and of college education. "If the college can do so much for men in the Law, in the Ministry and Medicine—for men in the Learned Professions—why can it not, with proper modification of means and methods and ends, do much for the industrial classes?"

This was the underlying thought. Not that the proposed system should supplant the old regime, with its vast benefits, but that it should supplement it. Not that all members of the industrial classes should be fitted by a long and costly college course, for earning their bread and butter, but that leadership in each class might be provided and that each and every industrial and professional pursuit might be permeated by the knowledge and the power developed under the new scientific regime. This explanation is necessary to properly approach the enactment of this great and vital act.

It is necessary also that we state and analyze the essential elements of the law itself.

Analysis of the Law

The law inviolably appropriated the land "To the endowment, support and maintenance of at least one college (in each state) where the *Leading Object Shall Be,* without excluding other classical and scientific studies, and including military science and tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

In analyzing briefly this legislation it is hardly necessary to point out that it was for the endowment, support and maintenance of a *"College,"* with the entire connotation of that term as then understood in America. It was not a trade school or an apprentice school or a school farm as so often is misconstrued by the ignorant, the indifferent or the hostile.

It is to be observed that "the *leading* object" of the beneficiary college must be that indicated in the law. There are now forty-nine colleges and universities constituting this group—(not including the colleges for colored students—nor those in Hawaii and Porto Rico.) In Massachusetts, the Institute of Technology as well as the Agricultural College at Amherst is a beneficiary of the Act. Of the forty-nine institutions forming the group for white students in the States, twenty are today the universities of the respective states.

The allotments of land ranged from 90,000 to 990,000 acres. Ten of the institutions had been in existence before the passage of the act and were designated by the respective states as beneficiaries on condition of their accepting the terms and fulfilling the obligations of the Act. In the case of the "universities" as in all other cases it was *the institution as a whole* and not a single department —(say that devoted to agriculture and mechanic arts)—which became the beneficiary of the Act and constituted it a member of the group. In each case it was and is essential, in order rightfully to be a beneficiary of the Act that the "leading object" of the institution be, "without excluding other scientific and classical studies" to teach such branches as are related to agriculture and the mechanic arts. That was not nearly so difficult an end to accomplish as might seem, as I shall later point out more fully.

The proceeds of the land grant were to be for "the endowment, support and maintenance" of the institution as a whole—not merely for instruction in those branches "related to agriculture and the mechanic arts." No part of the proceeds could be used for building. The object was *"to teach such branches of learning,* etc.," thus recognizing the necessity of putting the study into an academic form in order to assure its proper use in college courses.

The college studies which were to form "the leading object" of the beneficiary institution were to be such as are *"related to agriculture and the mechanic arts."* And what are the subjects "re-

lated to agriculture and the mechanic arts"? Briefly, practically *all* scientific and technical subjects, as I shall illustrate later, and also inherently the whole realm of Economics and Sociology. That these are essential to the most fundamental and remedial approach to agriculture and the mechanic arts, and to the industrial classes such as a *college* can give, needs only to be stated to be fully apprehended. The object in view and the functions of the college have, however, often been distorted and misrepresented.

The Sense in Which "Agriculture" and "Mechanic Arts" Are Used

A word or two as to the sense in which the terms "agriculture" and "the mechanic arts" are used is appropriate. They are generic terms. Some have tried to make agriculture synonymous with farming. It is a far more comprehensive term. Agriculture includes not only the processes of food production and the production of materials for clothing (flax, cotton, wool, silk, fiber, leather, etc.) but also all those economic operations through and by which the primary wants of mankind for food and clothing are supplied.

"Mechanic Arts" are in contrast to "Fine Arts" and the "Liberal Arts." The studies which had hitherto formed the college curriculum had come to be styled the "Liberal Arts"—the arts which "liberate" the human mind from its narrow confines and enable it to enter the broader world of knowledge and ideas. Fine Arts dealt with the aesthetic. The other arts were "mechanic" as deal-

SEATTLE GENEALOGICAL SOCIETY

ing with matter and its sources and laws and the manipulation of these in the world's work. The "branches of learning" related to these arts were to be among "the leading objects" of the institution for which "endowment, support and maintenance" were to be provided in response to the new national aspiration and demands.

These two terms, "Agriculture" and "Mechanic arts," both used in a generic sense and both of equal importance in the eyes of the law, involved the whole wide range of human production. Indeed, the wide range of industrial activity today includes agriculture, industry, (the mechanic arts) and commerce, all of which are involved in all the activities of the industrial classes. If it be possible for human learning as it might be administered by a college (without excluding the use of other scientific or classical studies) to be a means of education and to minister to human welfare, then might the new conception of the college contemplated by the act become a reality. It forecast the downfall and replacement of the monastic-verbalistic system of college education in the middle ages.

It was a conception worthy of a great Industrial Democracy as the United States had already become.

The education was to be not only "practical" but "liberal" as well—and liberal first. Whether Congress or the state legislatures were wholly conscious of how essential was this combination to the accomplishment of the high purpose in view, it is not necessary here to inquire.

Who Constitute the "Industrial Classes"?

I have already called attention to the meaning and use of the term "industrial classes," in contrast with the "professional (or learned) class," the production of which had hitherto been the chief object of the college. As stated it included the great mass of mankind, the farmer, the banker, the manufacturer, those engaged in mining, transportation, trade, and so on. It is a misuse of the term "industrial classes" to suppose that only wage earners or day laborers are meant. It is strictly a contrasting phrase, as here used, to "professional classes." It aimed insofar as college education could do it, to render such service to all who were outside the "learned professions" as it had already rendered to those who were inside those professions.

The Object Is Education

Finally, it is to be noted that the object is to promote the *"education"* of those classes. The object was education, not more products of industry. These might result but the object of the college was *education*. And it was to be education "For the several pursuits and professions of life." It was assumed that the study of those branches, which are related to agriculture and the mechanic arts, would be as fitting an education "for the several pursuits and professions of life" as was the study of Greek mythology and the heathen poets; or of scholastic philosophy and astronomy; or of fitting one to prepare sermons, or to argue cases at law, or to practice medicine and surgery.

The system was based especially on the thesis that all of man's economic concerns, all his doings, are based upon the laws of nature; that these can be known, understood, used; that human betterment is possible through a knowledge and use of these; and that the college is a proper instrument for the discovery and teaching of these, and lastly, that man may grow spiritually thereby.

It is needless to point out that this project, if carried out, would shift the basis of higher education from the exclusively verbalistic, literary and philosophic system to a basis in science and technology. It has had that effect. Not only in the group of institutions aided by this Act, but in almost all others. Not only in the United States, but in the entire civilized world has this effect been shown. It was truly revolutionary.

The movement herein outlined was coincident with the advancement of science and technology and has been both cause and effect of that marvelous development.*

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*The question might be asked are these forty-nine institutions comprising the land grant colleges of America today carrying out in good faith the principles involved in this legislation? "Are Agriculture and Mechanic Arts the leading objects in these institutions?" "Are such branches of learning as are related to these the 'leading objects' in such institutions as Cornell, the University of Illinois, the University of Wisconsin, etc?" "Is the liberal and practical education of the industrial classes the chief object of such institutions?" The answer is "yes." Consciously or unconsciously, it is the leading object of them all. Measured by the wide range of basic sciences and their applications or by the money expended, the faculties employed, the students enrolled or the life activities of those educated in these institutions, the leading objects are the liberal and practical education of the industrial classes in the several pursuits and professions of life. Some of the land grant universities, insensible to their high office, or ashamed of its earthy touch may disparage and misconstrue these functions. It is true also that colleges and universities almost universally, seeing the light, have turned their faces in the same direction, thus completing the revolution. The chief end of higher education today has undoubtedly become the education of the industrial in contrast to the professional classes.

For twenty-five years the land grant colleges groped along trying to find the right path. Some of them I think verily believed they would render God service by diverting the money, under one pretense or another, into channels which should result in "discipline" or "culture" according to their conception of those terms. Others were afraid to plunge into science and technology as related to life's industries lest someone of their students might escape from the shop or the farm. The professor of Chemistry and Botany knew that his pure science was mysteriously related to agriculture and mechanic arts but he was fearful lest its real educational value might be contaminated by a utilitarian end.

Mathematics and mechanics already had a good pedagogical form and a well organized body of knowledge. Students aiming at "learned professions" looked down with contempt on the students of the institution who not only entered upon the newer curricula but aspired to enter some of the "pursuits and professions of life" in which the knowledge gained might be put to practical use. Thus the end of the nineteenth century was reached before the new system had gotten well under way.

It was thus that it came to pass that our first legislature, confronted with national gifts of land and money, were led to take action looking to the establishment of the college whose feeble beginnings were described in the first few pages.

The Original Organic Act

On November 6th, 1889, the newly elected members of the State Legislature met and organized. On the 11th a message from the Governor informed both houses that the President of the United States had proclaimed Washington a state. There was much to do and the session was destined to continue until the 28th of the following March.

Bills were introduced providing for the establishment of normal schools at Cheney, Spokane County; at Lynden in Whatcom County; at Ellensburg in Kittitas County and at Chehalis in Lewis County. A soldiers' home and a reform school were to be established. A plan for determining the location for the state capital was to be considered. The selection of a new site for the state university, the sale of the old site, and the recharter of the institution were to be considered. The federal grant of 90,000 acres of land for a College of Agriculture and Mechanic Arts was to be disposed of, and likewise a grant of 100,000 acres of land for a scientific school.

The scramble of the several counties to secure the location of some one of the state institutions was very great. The location of the Agricultural College was no exception. The plums were to be distributed where they would do the most good—to the politicians.

At the Walla Walla convention preceding the election, friends of Elisha P. Ferry had intimated to the large Whitman County delegation that their candidate looked with favor upon the great agricultural county of Whitman as the logical location

for the Agricultural College which was so soon to be established. There is no doubt that the effect of this intimation was to lead that delegation to throw its weight into the scales in behalf of the nomination of Ferry as the Republican candidate for Governor. The new town of North Yakima, lately established by Northern Pacific Railroad influences, aspired to be the seat of some one of the state institutions and had turned its eyes toward the Agricultural College as one of the most desirable. It was fully assured that it could count on the powerful influence of the Northern Pacific in its behalf.

Many other counties were eagerly looking for some of the plums which were about to be distributed. It was not until the campaigns for nominations to the political offices began that the public awoke to the importance of the location of its institutions and of the appropriation of public lands and monies which would be carried with these locations. Aspirants for office were not slow to promise support for new projects in return for political support in their nomination and election. It was a scramble for personal advantages, the like of which has characterized the entrance of nearly every state into the Union since the adoption of the constitution.

With all these interests in the *location* of the institution, there were few who knew or cared much as to its functions or purposes. Particularly was this true as to the "Land Grant" college about to be created and truer still of the "Scientific School." Few members of the Legislature and

fewer still of the public had any notion, or at least any correct conception, of what a College of Agriculture and Mechanic Arts was to be or what it was to do. Most people and most legislators had an erroneous notion of what it could be and of what it was designed to be. It was naturally enough assumed by many that the Agricultural College would be whatever the State Legislature chose to make it, and yet the conception to which it must eventually conform and the function which it must eventually discharge had already been largely determined by national legislation. The Legislature was not free to make the college whatever it pleased, for it was a joint enterprise. It could determine some things as to the methods of instruction and the giving of additional courses of study. It could provide for the college liberally or parsimoniously but the nation had already determinated the essential features of the system. The state could take it or leave it as it was.

What Was the Agricultural College to Be?

First of all, it was to be a *College.* The connotation of the word *"College"* was fully known at that time and need not here be discussed. It could not be a trade school or an apprentice school or a model farm.

Second, it must include an agricultural experiment station as an integral part of it. No part of the money given by Congress for that division of the college could be used for instruction. The funds at the disposal of the Experiment Station must be devoted fully and completely to experi-

mentation in agriculture and to the publication and distribution of the results of such experimental work.

Third, the college must include in its instructional work not only agriculture and the subjects related to agriculture, but also on equal terms the mechanic arts and those related to the mechanic arts, and it must not exclude "other classical and scientific subjects."

Fourth, its *leading object* must be not only the teaching of these subjects, but it must include "the education of the industrial classes for the several pursuits and professions of life." Vital as were these fundamental propositions, few within or without the Legislature knew or understood or cared for a correct analysis of the things they had to deal with.

Moreover, it was essential that the Legislature should formally accept the gifts of land and money together with all the conditions and provisions of the original act and acts supplementary thereto, if it became a beneficiary of the great land grant. (For the act of acceptance see Appendix "A".)

Faced with such conditions so far as the future "State College" was concerned the first Legislature met.

Five days after it met, George Stevenson, representative from Skamania County, introduced into the House a bill for the establishment of an agricultural college in Whitman County. A few days later, Senator John C. Lawrence of Whitman County introduced into the Senate a bill for the establishment of an agricultural college in Whit-

man County. Then R. A. Hutchinson of Sprague, Lincoln County, introduced a bill for the establishment of an Agricultural College in Lincoln County. On December 3rd John Cleman, representative from Yakima County, introduced a bill for the establishment of agricultural colleges. On January 8th W. O. Bush of Thurston County introduced a bill for the establishment of agricultural colleges, his conception seeming to be the establishment of a number of farms on which boys would do farm work and learn how to do farm work. This was, and in some cases still is, a very common misconception, even among people otherwise intelligent.

Most of these bills appear to be much more deeply concerned as to *where* the college was to be than *what* it was to be. To this there was a notable and surprising exception. The bill which finally became the Organic Act creating the institution which we now call the State College of Washington was not only a surprising exception among the bills introduced into the Legislature of the State of Washington relating to that subject, but it was unique among all constituent laws forming land grant colleges in the several states in the Union so far as I am aware.

Imperfect and incomplete as the bill was in certain respects, nevertheless in the breadth of its conception, in the clearness of its perception of the true purport of the original Morrill Act and acts supplementary thereto and in its analysis of agricultural instruction, it is unsurpassed, so far as I

know, among the organic laws of the several land grant colleges and universities of the United States.

Who Framed the Organic Act?

The story of how this came to pass is dramatic. While the distribution of the loaves and fishes was the matter of chief concern to the politicians in and out of the Legislature, to the sponsors of the bill which finally became the law, the location of the college was a matter of no concern—or rather of minor concern—to be determined later by a competent body who should be guided only by the adaptability of the location to the purposes in view. *What* the institution was to be was a matter of profound concern to its sponsors. A careful study of the act itself and a study of the status of college education at that stage—1889—thirty-eight years ago—will justify the surprise that at such a time, and under such conditions the essential features of a land grant college system should have been so thoroughly grasped.

House Bill No. 90—the bill which ultimately became the law—was introduced on December 13th, 1889, by W. S. Oliphant, representative from Garfield County. The importance of this Act in the annals of the State will justify a pause to say a word or two about the man who introduced the bill.

Mr. Winchester S. Oliphant was and is a farmer living about five or six miles west of Pomeroy. He is at the present time the owner of a farm of some 2000 acres devoted mainly to the production of wheat and livestock. He is a native of Ohio in the region where Marietta is located. He is of Scotch

or Scotch-Irish descent. He was graduated while a very young man at Ohio University, Athens, Ohio.

In 1872 at the age of 23 he came to Oregon and engaged in teaching school, serving at one time as principal of the schools at Silverton. He became interested financially and otherwise in publishing, and about 1880 he with others undertook the publication of a history of the southeastern counties of Washington, Walla Walla, Columbia, Garfield and Whitman (Asotin County was then included in this group). The history was written by General S. T. Gilbert, historical writer of considerable ability and experience, and is a book of much more merit than the ordinary county history.

In pursuance of the business of this undertaking, Mr. Oliphant, then a young man of thirty, came into southeastern Washington, and on completion of his publishing enterprise became interested in the region. In 1881 he settled on the Pataha Creek and engaged in the farming and livestock business. In 1889 he was elected to the Legislature as a representative and was successful in securing the chairmanship of the Committee on Agriculture. The other members of that committee were J. P. Sharp of Kittitas (many years after a member of the Board of Regents of the State College), W. O. Bush of Thurston, J. M. Cornwell, B. R. Ostrander, C. T. Blackfan and John T. Blackburn.

He also succeeded in having all the bills relating to the Agricultural College referred to the Com-

mittee on Agriculture instead of to the Committee on Education.

Mr. Oliphant was a legislator of at least the average ability and more than the average education and possessed of much of the shrewdness and persistence of the Scotch. He was not averse to coming to an understanding with political leaders which would further their mutual interests. He was willing, for example, to come to an understanding with the editor of the Post-Intelligencer (a member of the House) and with its manager by which his support should be given to Watson C. Squires for the United States Senatorship in return for the support of his particular bill for the Agricultural College and School of Science. Eventually all the other House bills relating to this subject were thrown into one—H. B. 139.

Number 90 was in contrast with 139 which was the substitute for all other college bills. No. 139 was concerned chiefly with location. No. 90 was chiefly concerned with the functions of the institution and the inclusion of both the Agricultural College and the Scientific School in the endowment, and proposed to leave the location to the Commission of Technical Instruction.

The Oliphant bill, No. 90, was passed by the House. The Lawrence Senate bill for the location of the college in Whitman County was indefinitely postponed in the House. H. B. No. 139 failed to pass.

The bill adopted was and is an interesting law which deserves some comment. Some of its features, considering the day in which it was passed.

are so unusual as to lead one to wonder as to its real source. Mr. Oliphant was a farmer of more than the ordinary intelligence and education, as has been said, and yet one would be disposed to doubt his unaided authorship of such a measure at such a time—indeed, at any time. There were indications not only of a comprehensive grasp of the land grant college idea as indicated by the Morrill Act of 1862, but of an unusual knowledge of the then status of science and technology.

Who, for example, in that day knew anything about the "morphology and physiology" of the lower order of animals, or the fungi, or of animal and vegetable pathology? Few even of college folk in that day were interested in those phases of science. How did the word "demonstrators" get into the bill? Outside of medical colleges, the term demonstrator was scarcely used in America at that time. Why was the chairman of the governing board to be the president of the college? There is internal evidence that some one of unusual knowledge of the advanced status which science had attained had had a hand in the preparation of the bill.

Well, the fact is, there had been such a person. As yet there was no educator or group of educators either in or out of the House interested from the point of view of what the law was to be. What is the explanation so far as the bill itself is concerned? I have the substantial facts in the case from Mr. Oliphant himself confirmed by conversations recently and at earlier periods with other persons competent to speak in the premises.

A Scotchman, a bachelor, Robert Connel by name, lived on a body of land which he had acquired in Garfield County. He was somewhat eccentric and for years somewhat of a recluse, and yet was known to be a man of unusual ability, broad scholarship and an advanced thinker in matters relating to science and technology. He was a graduate of the University of Edinburgh and had studied in Paris and Rome. He had travelled extensively and had been in Australia. He had come to Portland, Oregon, as a representative of the Scotch Mortgage Loan Company, a company which did an extensive loan business in the Pacific Northwest. He was joint manager with William Reed at Portland of that company.

Becoming dissatisfied because of his relations with Mr. Reed, he resigned and settled on the land in Garfield County. There he collected an extensive library and gave much time to study, particularly along scientific lines. His predilection for scientific studies brought him into deep sympathy with the land grant college movement in science and technology. At a much later period Mr. Connel married an Australian lady and a few years ago, unfortunately, committed suicide. At the time of his death it is said he was interested in the study of the Gaelic language, a fact which may throw an interesting sidelight on the character of the man.

Before the session of the first Legislature the fact of the land grant and the provisions of the enabling act had attracted considerable attention and among others that of Mr. Oliphant, and a banker

friend, and his Scotch friend, Mr. Robert Connel. For several months they had been making a study of the matter and had carried on, especially through Mr. Connel, extensive correspondence with men connected with the land grant colleges and universities in this country and also men interested in education through science and technology in Europe.

These investigations and discussions led to the preparation of the bill. Drafts of the bill or parts of it had been submitted to the presidents of many land grant colleges and universities in the United States and many favorable comments on the proposal had been received and many suggestions which were later put to good use in the preparation of the bill. Mr. Connel explained to Mr. Oliphant the situation and the theory on which the Morrill Act was founded and the necessity for reliance upon the most profound and far reaching study of the scientific basis of agriculture, the mechanic arts and other industrial pursuits if they were to be remedial to the industrial classes.

"State School of Science"

It was the desire of the sponsors of the bill to employ the name "The State School of Science" as more nearly indicative of its true functions and to avoid the use of "Agricultural College" lest it might lead to an inadequate interpretation of the Federal Law. In fact it was not until the very end of the effort to pass the bill that they yielded to the pressure and amended the bill by inserting in the

title after the word "State" the words "Agricultural College and."

It was the determination of the sponsors of the bill to unite the grant for the College of Agriculture and the Mechanic Arts and that for the "scientific school" into one strong endowment for the institution. This was statesmanlike, for it was evident to them that these two objects were fundamentally one. Many opposed the combination, among them a representative from Whitman County. Herron, member from King, and a regent of the University, made a strong effort to secure for the university the scientific school grant, but did not succeed.

Another object of the authors of the bill was to place the organization of the institution as well as its location in the hands of a commission of competent men—men of education and experience —and to clothe this commission with authority and provide it with adequate funds to collect information as to the schemes of technical education in other parts of the United States and in foreign countries. The head of this commission of experts was to be the president of the college as well as head of its governing board. It was presumed that his two colleagues would also be men of a similar type.

This part of the law became a farce. Whether through inattention to the object in view, or lack of sympathy with it, or to political considerations, a committee of politicians wholly unfitted to carry out the broad purpose of the Act was appointed as "the Commission of Technical Instruction." It

is entirely clear at least that no one of them was fitted to be the president of such an institution. Senator Tom Smith of Penawawa, Whitman County, who was appointed on the commission and by it elected to the presidency of the commission, and who would under the terms of the Act have been president of the college, was a good citizen, but no one would pretend that he was competent to be president of the college which was created, or that he would base his decision as to the location of the institution on its adaptability to "the attainment of the objects aimed at in the creation of the same." He was for its location in Whitman County, first, last and all the time.

Edward Whitson, a lawyer, a man of education and ability, was for Yakima County as a part of the promotion scheme of that region. E. C. Ferguson of Snohomish County voted for Spokane County, perhaps because he wished to defeat any location prior to the next session of the Legislature. Politics was to be the determining factor and so far as the purposes of the law were concerned, the leaving of the location to the expert board failed of its purpose. The following brief dialogue relative to the location took place last Summer at Mr. Oliphant's home:

Bryan: "What, Mr. Oliphant, were the views of the persons who prepared the bill as to the location of the college?"

Oliphant: "They were perfectly willing to leave that to a competent committee. Some of us thought that a location near to Spokane, or to

Yakima or Tacoma might be found to be suitable for the purpose."

The project of having the commission inquire carefully into the status of technical education in other parts of the United States and in Europe was also a failure. The commission appointed was neither competent to do so nor was it interested in so doing. As soon as there was a deadlock as to *where* it was to be, all interest as to *what* it was to be ceased and the matter went over to the next session—to the great relief of the politicians.

Bryan: "How was it expected by the sponsors of the bill, Mr. Oliphant, that the chairman of the commission, a man like Senator Tom Smith for example, could be president of the college?"

Oliphant: "It wasn't expected that a man of that type would be appointed. It was expected that an educator of ability and experience would be selected and that his colleagues would be men of like kind."

Bryan: "But how was it possible to even begin with an appropriation of five thousand dollars?"

Oliphant: "The House bill carried an appropriation of ten thousand dollars which was later reduced by the Senate to five thousand dollars. It was understood by the makers of the bill that even the former amount was insufficient. But it was remembered that it was only a few months until the next Legislature would meet (1891) and that meanwhile the problem could be studied and a beginning would insure the receiving of the federal appropriations."

The point of view and the high purpose for

which the institution was to be created was indeed indicated even in the title of the bill and confirmed in its initial enactment. It was a bill to "create a commission of technical instruction."

"It shall be the object and duty," says Section 3, "of the commission to further the application of the *principles of physical science to industrial pursuits,* and in particular to collect information as to schemes of technical instruction adopted in the United States and foreign countries."* To "further the application of physical sciences to industrial pursuits" was the only way in which a *college* could fully meet the high purposes of the Morrill Act. The recognition that all branches of productive industry were included in that Act and that the purpose was not merely "to teach farming" was justly regarded as fundamental. The commission was endowed with *"all the powers necessary or convenient to accomplish the object and perform the duties prescribed by law."* And these are still the powers with which the governing board is clothed.

In order that the members of the governing board might be free from political interference or official domination and yet the interests of the public be protected, it was provided that "Any commissioner may be removed by the Governor for inefficiency, neglect of duty, or malfeasance in office, but he shall *"first be served with a copy of the charges preferred against him and have a hearing thereon,"* an excellent safety device.

An annual report of the commission was pro-

*For the text of Sections 1, 3, 4, 5, 6, 7, 9 and 15 of the bill see Appendix B.

vided for which should "contain such information and data collected by the commission as may be considered of value in the determination of questions connected with *technical instruction.*" And this paragraph is likewise good law and indicates the field of technology included in the initial legislation.

The outline of the purpose of the institution to further the application of physical science to industrial pursuits was developed and its wider application provided for in Section 6 of the Act which declares "That it is the object of the college to train teachers of science and thereby further the application of *physical sciences to industrial pursuits.*" While this paragraph was, of course, state legislation it is interesting to note that in federal legislation this specific means of doing so was recognized by the passage of the so-called Nelson amendment to the Morrill Act in 1906, thus making ample provision for the preparation of persons to teach the physical sciences.

In providing for the appointment of such "professors, *demonstrators,* instructors, officers or other employees as may be deemed necessary," the hand of the Edinburgh Scotchman is evident in the use of the term "demonstrator," an unusual term in the colleges of the United States outside of the medical colleges, but much used in Scotch universities.

Section 8 of the Act which was specifically retained in the amended charter of 1891, and in all subsequent legislation, is the most striking portion of the organic law, apart from the declaration of

its purpose to include the whole broad field of applied science and technology. The Act of 1891 in providing more detailed curricula for the college did not narrow or supplant but did supplement the original act. While it retained Section 8 specifically, it repealed merely those acts and parts of acts which *"were in conflict with this Act"* (the Act of 1891). It retained the broad conception and purpose of the institution as already set forth and most of the powers and duties of the governing board. Wherein the Act of 1890 is not in specific conflict with the Act of 1891 or subsequent Acts it still remains the law. Section 8 struck the keynote of the type of institution, so strongly in contrast with the traditional college which for centuries had dominated the colleges and universities of Europe and America, and which still at that date, (1889), dominated most colleges and universities in the United States. For the literary and verbalistic system of the past, Section 8 substituted science and technology as the basis of higher education for the future.

"The commission shall make provision," says Section 8, "that all instruction given in the college shall, to the utmost possible extent, be conveyed by means of practical work in the laboratory. Said commission shall provide in connection with said college, the following laboratories: One physical laboratory or more, one chemical laboratory or more, and one biological laboratory or more, and suitably furnish and equip the same."

Few colleges and universities even at that date, and those chiefly the land grant colleges and uni-

versities, provided more than one laboratory for "science" and the laboratory was seldom suitably "furnished and equipped." In the larger number of institutions even at that date the sciences were a matter of "learning" what the authorities had to say on the subject and watching the attempts of the instructors to illustrate the "principle" involved by experiments more spectacular than useful.

The same section went on specifically to include certain departments of the college and to indicate certain subjects and methods which were to be used.

"Said commission shall establish a *department* of said college to be designated the Department of Elementary Science, and in connection therewith provide instruction in the following subjects: Elementary mathematics, including elementary trigonometry; elementary mechanics, elementary and mechanical drawing, land surveying."

No better illustration could be given that the college should be for high grade instruction in science and technology and their application to industrial pursuits than the precaution of providing that the elementary instruction which might be given in connection with the institution should also be of similar character and not such as to divert the student from the theory and practice of higher industrial education. The Legislature wisely recognized the lack of high schools and academies and realized that pioneer conditions of the Pacific Northwest then required that provision for a department of *elementary* science be made.

The sponsors of the bill, inspired no doubt in part by the wide correspondence which Mr. Connel had already held with similar institutions in other parts of the United States and foreign countries, felt that the Department of Agriculture, which was to be a vital part of the institution, should have some particular guidance as to the means and methods to be employed in agricultural education. Up to that time the analysis of agriculture as a subject of education had been crude and imperfect.

The Act, therefore, provided that: "Said commission shall establish *a department of said college* (note that agriculture was to be a "department") to be designated the *Department of Agriculture,* and in connection therewith, provide instruction in the following subjects: *First,* physics with special application of its principles to agriculture; second, chemistry, with special application of its principles to agriculture; third, morphology and physiology of plants, with special reference to the commonly grown crops and their *fungous enemies;* fourth, morphology and physiology of the lower forms of animal life with special reference to insect pests; fifth, morphology and physiology of the higher forms of animal life and in particular the horse, cow, sheep and swine; sixth, agriculture with special reference to the breeding and feeding of livestock and the best modes of cultivation of farm produce; seventh, mining and metallurgy. And it shall appoint demonstrators in *each of these subjects,* who, *before appointment,* must satisfy the commissioners of their abil-

ity, *each in his special subject,* to superintend the equipment of a laboratory and to give practical instruction in the same."

Where in the whole range of charters of colleges is there set forth such a chart of means and methods to be used in agricultural education? When, the period considered, did there exist a finer conception of the way in which a college of agriculture could render its service to agriculture? How strongly did this contrast with the cabbage patch theory of agricultural education. In the course of instruction in the sciences of physics and chemistry and botany and entomology and animal husbandry and agriculture which were to be given in the Department of Agriculture there are certain specific directions, for the guidance of the instruction, unnecessary in other departments of the college—not limitations on the study of these sciences in general. How up to date, and almost beyond the date, were those specific directions! As late as 1890 botany and zoology were almost wholly systematic botany and zoology—a matter of nomenclature and classification, and things to be learned by rote from accepted authorities.

At that very time Cornell University, one of the earliest of the land grant universities, had a "professor of agriculture"—the eminent and dearly beloved Professor Roberts. The analysis of the great science of agriculture into its logical subdivisions for purposes of education had not yet been made and was not in general use. That very first report of the committee of the Association of Agricultural Colleges and Experiment Stations, in

which the terms agronomy, agrotechny, zootechny and the like, a few of which survived, and most of which perished, had not then been given to the college teacher or to the public. The analysis of the instruction which should be given in a department of agriculture in a land grant college and the provision for demonstrators of ability "each in his special subject" was and is a masterpiece which not a single member of the Legislature could fully comprehend at that time, much less originate.

It was given the Legislature and to the public from the masterly mind of Robert Connel, a Scotchman and a scholar whom the State of Washington has ever known. It was given after consultation with many learned men who had studied this subject and were familiar with its application. This section placed no limitation upon the study of science and its application in the institution as a whole and the same master mind that defined the Department of Agriculture also defined the broader scope of the college as a whole.

It might be asked "Why did he not give an analysis of other departments of the institution in a similar manner?" The answer is simple. It was because they did not need such analysis or definition, and to attempt to define would have been to limit the sphere of science and technology and their applications as contemplated in the Act. Agriculture, which had lagged behind as a collegiate study for more than twenty-five years since the Morrill Act was passed, particularly needed such exposition. If anyone were in doubt whether the study contemplated by the law was of collegiate grade, or

that an empirical and apprentice training of the student for farm work was the objective, all doubts would be dissolved by this section, for it would be impossible for the student to pursue the studies prescribed to be taught in Section 8 without a preparatory education fully equivalent to that required for entrance to the traditional literary and classical institutions of that day.

Very naturally astonishment will arise that mining and metallurgy, the *seventh* division, should have been included in this department of the college and some explanation is necessary as to how this came to pass.

In my investigation, I found that after all the other House bills, concerned chiefly with the matter of location, had been grouped into House Bill 139 and this had been indefinitely postponed, and House Bill 90, the Oliphant Bill, was up for final passage, there were sundry attempts at amendment, only two of them being accepted by the committee and passed by the House. There had been attempts by Representative Grant of King county to eliminate the descriptive matter as to the words physics, chemistry, etc. This proposal was rejected by the committee and by the House and fortunately, for it might not only have been a drastic limitation of the instruction in these sciences, as such, and in their application to other industrial pursuits, but it would have failed to insure to the department of agriculture the kind of instruction and the kind and number of instructors absolutely necessary to the proper development of that department. But after the

demonstration that the bill was water-tight in this particular, Mr. Grant of King county moved to amend by adding "Seventh: Mining and Metallurgy"; and this was accepted by the committee and the House.

Bryan: "Mr. Oliphant, why had not the authors of the bill included mining and metallurgy in the original draft of the bill?"

Oliphant: "Because we believed it was there already and it was there. We provided for the application of the physical sciences to industrial pursuits and believed that this included the entire realm of technical instruction. Mining and metallurgy are industrial pursuits and instruction in them is technical instruction and is based upon the fundamental sciences and we preferred to leave it so rather than to attempt a complete catalog of all technical instruction. In the case of the department of agriculture, the case was different because more easily misunderstood and it required more detail."

The description of Section 8 is not complete with the foregoing statements. The Section went on to provide that "Said commission shall establish an agricultural experiment station *in connection with the department of agriculture* of said college, appoint its officers and prescribe such regulations for its management as it may deem expedient. Said commission may establish other departments of said college and provide courses of instruction therein when these are, in its judgment, required for the better carrying out of the object of the college."

It had already been provided that the object of the college, through its commission of technical instruction, was "to further the application of physical science to industrial pursuits" and through its acceptance of the provisions of the Morrill Act to establish a college whose leading object should be instruction in those branches which are related to agriculture and mechanic arts and thereby promote the education of the industrial classes in the several pursuits and professions of life. It was not so necessary to describe in detail the other departments which should attain this end, since already such departments had assumed an academic form suitable to the end in view. The sponsors of the bill relied on the outline sketch of the college and a commission of trained men to work out the details of departmental organization.

The Two Land Grants Combined

The Act therefore provided first for the combination of the two grants, second for the securing of the Federal funds involved, and, third, a broad outline of a college of science and technology where the basis should be science and the scientific method in contrast with the reliance on the liberal arts as the exclusive means of higher education.

Did the Legislators Comprehend the Breadth of the Bill?

It would be useless to assert that all the members of the Legislature of 1889-90, or even many of them comprehended fully the measure as I have outlined it above. My personal belief is that

only one man, Robert Connel, fully comprehended it. Mr. Oliphant, the author of the bill, had without doubt an excellent understanding of it, but, though possessed of a college education, his environment and his interests were limitations which prevented him from knowing the advanced status of science and technology of the day. He is deserving none the less of high honor on that account. It is not the first, nor will it be the last bill passed by a legislative body, that was not wholly understood by all who voted for it. Indeed, "political methods" were not absent in putting this bill through. I have already stated that Leigh Hunt, manager of the Post-Intelligencer, and Mr. Grant its editor rendered support to the bill in return for support for Watson C. Squires for United States Senator.

A curious feature of the bill was its provision that the $5000 appropriated should be returned out of the proceeds of the first sales of lands belonging to the college. A similar provision appeared in many subsequent provisions for educational purposes.

Bryan: "Mr. Oliphant, did you not know in providing that the five thousand dollars appropriated from any moneys in the state treasury not otherwise appropriated should be repaid out of the money received from the proceeds of the sale of land belonging to the college, that such a provision was unconstitutional?"

Oliphant: "Yes, we knew it."

Bryan: "Why, then, did you insert that provision?"

Oliphant: With a twinkle in his eye. "To make it more palatable. To get the votes to pass it. Besides, it would not embarrass Governor Ferry. We wanted to be sure to get the federal funds."

So the bill passed the House 52 to 16, was transmitted to the Senate and passed that body with little opposition. An amendment was made by the Senate reducing the amount of the appropriation from ten to five thousand dollars, which amendment was concurred in by the House. On March 28 Governor Ferry signed the bill and returned it to the House with his approval. On the same day, March 28, he approved House Bill 107 accepting the provision of the Act of July 2, 1862, and acts supplementary thereto which had been introduced also by Mr. Oliphant and had been passed.

On the same day the Governor sent to the Senate the names of the members of the Commission of Technical Instruction. The Senate promptly approved the appointments. The members were Thomas Smith of Whitman county, Edward Whitson of Yakima county, and E. C. Ferguson of Snohomish county. This was the locating commission as well as the governing board of the institution just established. Indeed, it seemed to feel that the location of the college was its chief, if not its only function. So far as I am able to learn, no inquiry was made by the commission as to "schemes of technical education employed in other states and in European countries," nor was any other function of the governing board put into

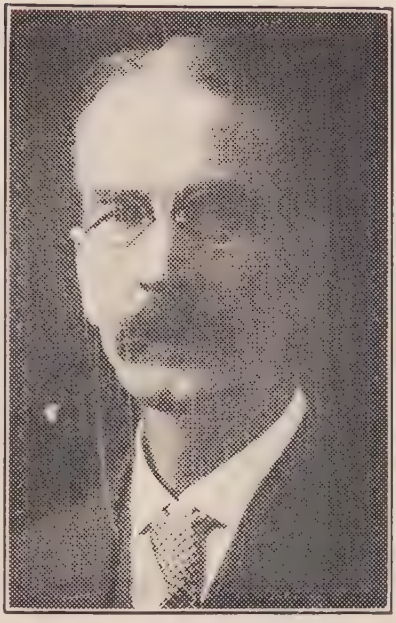
operation. The commission elected Tom Smith chairman. The entire state was open to it so far as location was concerned. There was a general assumption however that the College would be and should be located east of the Cascade mountains; and communities east of the Cascades showed more zeal to secure the college than was shown elsewhere. The commission visited the town of Pullman, among other places, and expressed itself as well pleased with the location and the surroundings, especially with the wonderful supply of pure artesian water. In its final vote, Smith voted for Colfax, Whitman county, Whitson for North Yakima and Ferguson for Spokane Falls, after which the commission adjourned and left the whole matter for the next Legislature to settle.

The story of the location of the college has been told by Judge Thomas Neill of Pullman who was one of the four men chiefly responsible for putting the State College of Washington at Pullman. With his permission it is given here.

Judge Neill's Story of the Location of the College

"At the republican convention held at Walla Walla in September, 1889, to nominate the officers provided for in the new constitution, there were several candidates for governor, each of whom had his friends and supporters.

"Whitman county had one of the largest delegations in the convention, and it soon became evident that the vote of this delegation would be an important factor in nominating a governor, and



THE PULLMAN COMMITTEE

Dr. H. J. Webb
Hon. E. H. Letterman
Judge Thomas Neill
Senator A. T. Farris

the friends of each candidate were anxious to get the support of this delegation. The friends of Governor Elisha P. Ferry suggested that there was an agricultural college to be located in the state, and that Whitman would be the logical county for such an institution, and that if Mr. Ferry were elected governor he would be favorably inclined towards the location of the institution in this county.

"This appeared promising to the delegation, and they decided to cast their votes for Ferry. He was nominated and of course elected, for in those days nomination by a republican convention was equivalent to an election.

"Mr. Laughton of Okanogan county was elected lieutenant governor. A. T. Farris of Pullman was elected one of the senators from this (Whitman) county.

"The first legislature under the state constitution met on the first Monday in November, 1889, and the Pullman boosters conceived the idea of getting some free advertising for the town by offering to the state a site for the college, and with this end in view a telegram was sent to Senator Farris to the effect that Pullman was in the center of the garden spot of the state of Washington and that no better place could be selected for the agricultural college, and that the citizens of Pullman stood ready to donate to the state 160 acres of land for a college site. This telegram had the desired effect. Newspapers of the state commended Pullman for its enterprise and much free advertising

for the town was secured.* No one at that time believed that it would be possible for Pullman to get the college, but the suggestion developed into a desire, which soon created a belief in the minds of the Pullman people that the best interests of the state would be served by the location of the college here.

"The act to create a commission of technical instruction to establish a State Agricultural College and School of Science was passed, and approved by the governor March 28, 1890. This act provided for the appointment of a commission of three members to be appointed by the governor by and with the consent of the senate, and also established an educational institution by the name of "The Washington State Agricultural College and School of Science," to be under the management of the commission of technical instruction, the chairman of the commission to be the president of the college. The commission was to locate the college, if not located by the legislature prior to June 1, 1890, and in selection of a site the commission was to have in mind the best interests of the college, and the attainment of the object aimed at in its creation, which was declared to be to train teachers of physical science, and thereby to further the application of the principles of physical science to industrial pursuits.

"The legislature having adjourned without locating the college, the commission, which had been appointed by the governor with the consent of the

*"Pullman, with characteristic enterprise has offered 160 acres of land worth $4500 and $12,000 in cash for the location of the Agricultural College here."—Pullman Herald, February 9, 1890.

senate, consisting of Thomas Smith of Colfax, E. C. Ferguson of Snohomish and Ed Whitson of North Yakima, started to investigate the proposed sites and arrived at Pullman late in June, 1890.

"In the spring of 1890, M. C. True had struck artesian water while drilling for a well in connection with the Palace hotel on lots on the corner of Pine and Main streets, and a short time before the commission arrived at Pullman, another well had been drilled, on the opposite side of the street, which was flowing at the time the commission came.

"Notice had been sent out to all the farmers in the vicinity of Pullman with farm wagons on the day that the commission was scheduled to arrive so that the commission might have an idea of the importance of Pullman as a trading center. There were more teams in town on that day than there ever were before or have been since. It was on the claim of Pullman's farming interests and the fact that we were the only place in the state of Washington which had artesian water, that the Pullman boosters based their claim that this city was the natural and logical place for the location of the college. The town then had about 350 people, but what it lacked in numbers was made up by a spirit of optimism on the part of every citizen and until the panic of 1893 Pullman was known as the best town of its size on the Pacific coast.

"The commissioners were properly entertained and the merits of Pullman and the surrounding country earnestly and thoroughly explained to

them, and they departed, leaving the assurance that they had been better entertained here than they had elsewhere, which added to the confidence of the citizens of Pullman that they had at least a fighting chance.

"Of course it was fully realized by the Pullman boosters that the superior merits of Pullman as a future college town would be much enhanced if some political influence could be brought to bear on the commission. Casting about to find from what source this necessary political influence might be secured, Dr. H. J. Webb recalled the fact that several years before, when he was still in Missouri, he had loaned a young man $300 to bring him out to the state of Washington, and that this young man had become a political power in the state, and had stated on several occasions that if he could be of service to his benefactor at any time he would be glad to return in part the favor shown him. A telegram was sent to George Stevenson, who was the young man the doctor had befriended, asking him to come to Pullman. Mr. Stevenson promptly responded and the matter of Pullman's aspiration was laid before him. He promptly volunteered his assistance.

"When the commission met to vote on a location, Mr. Smith voted for Colfax, Mr. Whitson voted for Yakima and Mr. Ferguson for Seattle. Pullman knew that Mr. Smith would never vote for Yakima, Mr. Whitson would not vote for Colfax, and they were further convinced of the fact that neither of them would vote for Pullman, and that Mr. Ferguson would not vote for either

Colfax or Yakima, and therefore the commission would never agree on a location. It then became evident that Pullman's best chance would be to have the commission fail to locate and report the failure to the governor so that the following legislature might arrange for the appointment of a new commission.

"It is only fair to Mr. Smith to say that he did agree to vote for Pullman, if either of the other two would do so. The commission finally agreed to disagree and reported this fact to the governor, and the matter went over to the next session of the legislature, which convened in January, 1891.

"Experience led the citizens of Pullman to a realization of the danger of Spokane or Walla Walla on the east side of the mountains, of Pierce of King county on the west side, being able to exert political influence enough to secure the location of the college outside of Whitman county, and that it would be necessary to head them off by some means or other. The plan adopted was to have the legislature pass a new law relating to the location of the agricultural college, and making these counties ineligible, and hence a bill was introduced in the House known as House Bill No. 170, (which was passed and approved March 9, 1891), in which it was provided that the Agricultural College, Experimental Station and School of Science should be located on a tract of land containing not less than 160 acres; that it should be located in some county east of the Cascade mountains, and that it should not be located in any

county already having a state institution.* Spokane had the state insane asylum and Walla Walla had the state penitentiary, which put these two counties out of the race, and left Yakima and Whitman, the only available counties for its location. As Yakima was not then very well developed and its future was unknown to the public at large, it left Whitman county as the only eligible county for the institution.

"About the time the legislature adjourned,* Governor Ferry became ill, and it was necessary for him to go to California for an indefinite time, and Lieutenant Governor Laughton assumed the duties of the executive and it devolved upon him to appoint the commission which was to locate the college."

My story thus far of the first charter has been chiefly concerned with the kind of institution created and its creators, both state and national. Judge Neill's story related, in an authentic way, the steps leading up to its location at Pullman so far as the first location board was concerned. At a later point the remainder of his story of its actual location will be told.

Robert Connel had undoubtedly interpreted fully the letter and spirit of the Morrill Act and supplementary acts and had grasped the true conception of the systems of the land grant colleges and universities. His correspondence with the presidents of many of these and with many other per-

*The reader will elsewhere note that this was not an original provision of H. B. 170 but was an amendment introduced by Hutchinson, of Lincoln county.

*Governor Ferry was absent with illness throughout the entire second session.

E. C. Ferguson, Edward Whitson, Senator Tom Smith
ARTESIAN WELL AND LOCATING COMMISSION

sons interested in the education of the industrial classes had doubtless added greatly to his understanding of the subject. The members of the Legislature in many cases had not given sufficient attention to the subject or were not sufficiently concerned to be interested in the details. What were morphology and physiology and pathology to them? What distinction did they care to make between the higher forms and lower forms of plant and animal life? Mr. Oliphant informs me that just before the passage of the bill he read for two

solid hours favorable opinions of the provisions of the Act which had been received through correspondence with the presidents of land grant colleges and universities and other competent authorities and by the very weight of the authority of those men the Legislature was duly impressed. To these letters he had added others from local political magnates whose weight in carrying the measure was of more importance than would be justified by their understanding of the new system.

A letter from Honorable J. C. Lawrence under date of July 8, 1927 states that his bill, Senate Bill 11, provided in some detail the character of the college and combined the scientific school and the schol of agriculture and mechanic arts into one institution and then he goes on to say "What I was after in the bill I introduced was the securing the location of the college in Whitman county, while House Bill No. 90 was prepared primarily for establishing the character of the school but particularly to combine the two institutions." In this Mr. Lawrence is doubtless right. He further states that A. T. Fariss (Senator from Pullman) was elected on the local issue of securing the college for Pullman, and that he thinks the Pullmanites backed H. B. No. 90. This is probably true, though the Herald of March 29, 1890* states that our delegate opposed the combined institutions, wanting only the agricultural college. At any rate

*"Oliphant's bill to create a commission of technical instruction and to combine the State Agricultural College and the State School of Science which has been lying upon the table in the Senate for a long time was taken up and passed. Whitman county which wants the Agricultural College only, was opposed to the consolidation and managed to delay the passage of the bill for some time."

the location and not the kind of institution was the chief interest.

A news item under date of 1890 states that at a meeting in North Yakima the locating commission after taking two ballots, in each of which one vote was cast for Yakima, one for Colfax, and one for Spokane, finding that they could not agree, adjourned indefinitely. Nothing further was done about the matter until the next session of the Legislature which met in January 1891.

It was plainly the duty of the Commission of Technical Instruction, being deadlocked beyond remedy in the matter of location, and having no intention of fulfilling the other important functions of the commission, to hand in their resignation and thus permit the governor to replace them by the appointment of others. Instead of this, they merely notified the governor that they were unable to agree and reported at the beginning of the next legislature the amount of their expenditures which was $847.45.

The Amended Charter of 1891

Governor Ferry being absent from the state by reason of ill health, Lieutenant Governor Charles E. Laughton was acting governor. In his message at the beginning of the session he criticised the commission for its "failure to locate the Agricultural College in compliance with the plain mandate of the law" and recommended that Section 4 of the organic act "be so amended as to provide for the appointment of a new commission, and the fixing of some future date, prior to which, the

commission shall be required to locate the site for said college and school." No doubt or uncertainty was expressed as to the continuance of the college with the functions prescribed by the existing law.

None of the members of the committee which had the bill in charge in the first legislature were members of the new committee on State Agricultural College and School of Science, nor was there any one on this committee who had given the time and study to the fundamental conceptions of the act that had been given to it by W. S. Oliphant and Mr. Robert Connel.

The Committee on Agricultural College and School of Science was composed of George W. Morse, of Island county, Andrew Wasson of Jefferson county, Edmund S. Meany, of King county, T. N. Holt of Whitman county, M. M. Godman of Columbia county, J. E. Gandy of Spokane county, and W. K. Kennedy of Adams county.

The question of location was again the paramount issue.

On January 8, the second day of the session, Berry of Douglas county introduced a bill for the location of the Agricultural College and School of Science.

Arrasmith of Whitman county promptly followed with a bill to establish an Agricultural College, and to appoint a commission to locate it in Whitman county.

Painter of Walla Walla was next in order with a bill to amend the act to creat a Commission of

Technical Instruction and establish the Agricultural College and School of Science.

Hanson of Spokane introduced a bill to establish the institution at or near Spokane Falls.

Hutchinson, who had made a gallant fight in the previous legislature to secure the college for his county, Lincoln, again introduced a bill for its location. Five bills, all concerned with *where* it should be! On February 6, A. I. Adams* of Seattle introduced H. B. 170 (the bill which became the law) "An act for the establishment and maintenance of the agricultural college experiment station and school of science of the State of Washington" assuming the existence of the institution, but modifying some of the details of its organization.

On February 18 the committee recommended that four of these bills "do not pass," and that a fifth (Painter's bill to amend) be indefinitely postponed, thus apparently leaving a clear field for H. B. 170. It will be noted that Adams was not a member of the Agricultural College Committee. This bill modified the original charter, though not in essential features.

Both the scheme of location, and the combination of a governing board with the locating commission had proved a failure. By the new act they were to be separate bodies—the one temporary, the other permanent. A separate locating commission of three was to be appointed which was to report before July 1, 1891.

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*A. I. Adams was born in Livonia, N. Y., September 21, 1865. Graduated from Rochester University, 1882, came to Seattle, 1887. Served as chief clerk U. S. Land Office until April 1, 1890. Served in second legislature. Was youngest member of House. Was member of law firm of Carson and Adams, land attorneys.

It was also definitely provided that the location of the institution should be east of the Cascade mountains.

The name of the governing board was to be "Board of Regents" instead of "Commission of Technical Instruction"; the membership, five Regents instead of three commissioners. These were to be appointed by the governor as under the original act, and were to serve for six instead of five years. The name of the college was slightly changed so as to include the Experiment Station, but the THING created remained essentially the same. In particular Section 8 which describes the Department of Agriculture remained identically the same. The general scope, purposes, conception and character of the institution remained as originally planned and determined upon. The powers, duties and responsibilities of the governing board were practically as before. Nothing was said about the removal of regents as in the original act, but the governor was to be an ex-officio advisory member. He should not have the right to vote or be eligible to office therein. Presumably the governor, superintendent of public instruction, members of the legislature and county commissioners remained as ex-officio visitors to the college, as there was nothing in the provision of this act in conflict with the former act.

There was an attempt to map out in greater detail than in the original charter certain things which should be included in the curriculum. A complete catalog of studies was evidently impracticable both because of its length and because mod-

ifications are always necessary to meet changed conditions and the progress of science. This fact was recognized by the provision *"and such other subjects as the Board of Regents shall determine."* The proper interpretation of such a phrase is, of course, "such other courses of study as may be necessary or desirable for carrying out the purposes of this act and in harmony therewith as set forth therein."

Section 3 is a mandate on the part of the state to include certain things, as well as the subjects elsewhere prescribed or implied in the act or in national legislation. As finally adopted this section is as follows:

Section 3. "The course of the Agricultural College Experiment Station and School of Science shall embrace the English language, literature, mathematics, philosophy, civil and mechanical engineering, chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and political, rural and household economy, horticulture, moral philosophy, history, mechanics and such other sciences and courses of instruction as shall be prescribed by the Regents of this institution of learning."

It had already been prescribed in Section 2 that the College "shall be non-sectarian in character and devoted to practical instruction in agriculture, mechanic arts, natural sciences connected therewith, as well as a thorough course of instruction in all branches of learning upon agriculture and *other industrial pursuits.*" It is to be remembered in this connection also that the Morrill Acts pre-

scribed, in addition to the above, a wide scope of instruction, including especially economics.

All those parts of the original act which are not in conflict with this act remain the law.

On March 7 all bills, except H. B. 170, relating to the subject were indefinitely postponed. The report of the committee was presented with a few minor corrections and it was recommended that, as amended, the "bill do pass." The issue was primarily on location and the situation was tense.

The committee had recommended that the selection of a site should be "with special reference to its adaptability for the purposes intended and not for its pecuniary value," and that the commission should not "consider, receive or accept any bonus other than a tract of land not exceeding 320 acres." It did not propose to put the location up at public auction.

Godman, of Columbia county, presented a minority report concurring with the majority, except that the tract should be 200 acres for an experimental farm instead of 320, and that Section 5 should be amended in other respects. A rumor was afloat that one community had offered 1000 acres of land. He proposed a substitute for Section 5 which included the execution and delivery of a deed to the tract; a certificate of the attorney general as to the validity of the title, and *"a certificate of the President and Secretary of the Board of Regents of the State University that the same is in accordance with the contract or contracts for the purchase of the same and that the LOCATION*

HAS BEEN APPROVED BY THEM." This proposed amendment indicated a suspicion of crookedness somewhere, and the proposal that there should be a double locating authority, outside the state officials, as a precautionary measure, indicated that there was some suspicion that state officials might be connected with it.

Snively (Yakima) moved to strike out the words "subject to the approval of the board of regents of the university."

The amendment was carried.

Ragsdale moved the previous question.

The House refused to order the previous question.

Plummer moved that the bill be laid on the table until 10:30 a. m. tomorrow.

The House rejected the motion.

The House then rejected Godman's substitute for Section 5 by a vote of 40 to 32.

Godman moved to amend by striking out "320 acres" and inserting "200 acres."

The House rejected the amendment.

Hutchinson moved to amend Section 5 by adding the words "the commission shall not locate the Agricultural College and School of Science in any county already having a state institution."

The amendment was adopted. The delegations from Spokane county and Walla Walla county were taken by surprise and were not able to get their forces together in time to defeat this move on the part of Hutchinson of Lincoln.

Walker (Seattle) moved to amend by striking out the words "east of the Cascade mountains."

Cushman (Lincoln county) moved to amend by adding the words "The Commission shall not locate the institution in any county bordering on the state line." (This was evidently a movement on the part of Lincoln county to eliminate Whitman county from the contest.)

The amendment was rejected.

On motion of Murray (Pierce county) the majority report of the committee was adopted.

Walker moved to amend by striking out the words "by and with the consent of the senate." (This referred to the appointment of regents by the governor.) The amendment was rejected.

Anderson (Mason county) moved to amend by fixing the bond of the regents at $50,000.

The amendment was adopted.*

Adams moved that the bill be considered engrossed, read a third time and put on final passage.

Hutchinson moved a call of the House.

The call showed all members present except those absent on leave.

The vote on final passage was 57 yea to 16 nay. Of the 16 nay eight were from Spokane county and two from Walla Walla county, those delegations evidently being peeved because of the amendment eliminating those counties from the running in the matter of location.

What the institution was to be, had now been determined with unusual detail. *Where* it was to be was soon to be settled. An appropriation of $60,000 was made for the college for the ensuing biennium, whether for maintenance or plant, or

*This is surprising since none of the regents except the treasurer, who gave an additional bond of $50,000, handled any money whatsoever.

both, the act did not specify. This failure to specify the particular objects gave trouble later. An appropriation of $1,000 was made to cover the expenses of the location commission.

Thus was completed the organic act, after two legislatures had dealt with it. Practically all essential features, except location, were decided by a nearly unanimous vote. The senate on motion of Senator Drum amended the bill by making provision for at least one experiment station in western Washington. The bill was passed by the Senate 28 to 1. The House concurred in the senate amendment 59 to 0, and on March 28, 1891, the governor approved the bill and it thus became law. With very slight subsequent modifications these acts remained the law until 1917, at which time there was more significant modification.

The next important step was the matter of the location.

The College is Located

To any one who is at all familiar with the topographical situation, not to speak of the population of the state in 1891, it is apparent that the final action of the Legislature left Whitman and Yakima counties as the chief contenders for the location, with Lincoln and Columbia counties as close seconds. Spokane and Walla Walla counties had been eliminated. The location had been confined to eastern Washington. Other counties of eastern Washington, either by reason of sparse population or some other conditions could hardly be considered. Whitman was by far the largest in area,

population and agricultural resources, but Yakima county was nearer to the center of the state and gave great promise for agriculture under irrigation.

Under the cover, two remarkable men, who played important parts in the early history of the state, were directing certain phases of the struggle —Paul Shultze, political and industrial agent of the Northern Pacific system, and George Stevenson, employed in a similar way by the O. R. & N. (Union Pacific system). The role of Shultze in the matter was everywhere recognized; that of Stevenson surmised, but not so well known. There was reason to believe that acting Governor Laughton favored Whitman county and some even suspected that he favored the town of Pullman. The forces at work were politely described as "political." As a matter of fact, local ambitions and local profits were the dominating motives in all of the several communities engaged in the struggle to secure the location.

Physical Geography Plays a Part

As I have elsewhere indicated, physical geography was then, as always, asserting its powerful influence. There were two belts of population running north and south—that in the trough lying between the Cascades and the Olympics, containing the principal and most promising cities of the state; and that along the extreme eastern border with two cities and many promising towns where the rainfall averages 15 to 25 inches annually. Between these lay the broad belt of mountain and arid or semi-arid plains, with sparse pop-

ulation; these were physical and economic facts that could not be ignored. These belts had determined in the first place, that, the state university should be in the west and greater population, the State College in the east amidst the smaller population. Where the people are, there the votes and legislative interest are. There the railways and other industrial interests are concentrated. Those persons who had a vision of the future of irrigation and those with promotion schemes in their heads might indeed favor the Yakima district. But it was greatly handicapped by topography as well as lack of population. Mountainous ranges between it and the Wenatchee district on the north and the Goldendale-Skamania district on the south, left it in a narrow valley, cut off not only from the eastern and western centers of population, but also from the north and south.

The Second Locating Commission

Immediately upon the adjournment of the Legislature Governor Laughton appointed the new commission—S. B. Conover of Port Townsend, A. H. Smith of Tacoma and George A. Black of Fairhaven. The law had wisely provided that all the members of the locating commission should be from west of the Cascade Mountains.

We will now resume Judge Thomas Neill's story of the location, the first part of which was given by him on page 57.

"During the 1889 session of the Legislature, Lieutenant Governor Laughton was the presiding officer of the senate and Mr. Farris being a mem-

ber of that body, he and Laughton became close friends. Lieutenant Governor Laughton was very much interested in a "Tide Land Bill," which was passed during that session, over which there was a great deal of newspaper notoriety. While the senators and representatives from the eastern part of the state had very little knowledge of what was really involved in the measure and at first were not interested, the newspaper attacks developed opposition to its passage, and just prior to a vote on it in the Senate, it was discovered by the friends of the bill that they were one vote short of being able to carry it. Lieutenant Governor Laughton appealed to Senator Farris, who had announced his intention to vote against it, to support the bill as an act of friendship. Senator Farris refused to do this, but finally told him that he would try and secure someone in the senate who was against the bill to vote for it and he was successful in getting a man whose constituents had no particular interests one way or the other, and the tide land bill was passed. Lieutenant Governor Laughton, in appreciation of the services of Senator Farris, told him that at any time in the future he could be of service to him all he had to do was to make his wishes known. Senator Farris was not a member of the Senate in 1891, but as one of the Pullman boosters he remembered the promise and it was thought to be a good time to remind the acting governor of his obligation prior to his appointing the college locating commission. The only thing asked of the governor was that he should appoint three on the commission who were friendly to the friends

of Pullman so that the commission would listen to the claims of this city as a desirable place for the location of the college. The commission was appointed, and the members, W. W. Black of Everett,* A. H. Smith of Tacoma and S. B. Conover of Port Townsend, were satisfactory from the Pullman viewpoint. The commissioners** inspected the various sites that were offered, most of which were in Whitman county, and then met in Olympia to render their decision. Paul Shultze, the political representative of the Northern Pacific Railroad Company, and Mr. Snively of Yakima, commenced to exert a powerful influence to get the commission to locate the college at Yakima. E. H. Letterman, Dr. Webb, Mr. Farris and the writer went to Olympia to be in touch with the

*Judge Neill is mistaken. It was George A. Black, of Fairhaven.

**On April 18, 1891, a news item about the Agricultural College locating committee states that after stops at North Yakima and Sprague, Lincoln county, it spent Sunday in Spokane and on Monday morning took a special train for Whitman county. It stopped at Tekoa for a brief visit, then at Farmington, thence to Oakesdale, arriving at that city before the citizens were expecting it, and somewhat disgruntled, after a very brief stop passed on to Garfield and Palouse for more extended stops. The item goes on to say:

"At 4:20 o'clock in the afternoon they (the commissioners) stepped off the regular freight on the platform of the Pullman depot. The kid band, in uniform, played soul-stirring selections and headed the throng of commissioners and citizens to Main street. The artesian wells were shown the visitors and they expressed much wonder while viewing them. The fire company showed the strength of the fire department and flooded the streets with water. The commission had many compliments for Pullman, its natural resources, fine stores and store buildings (it had been rebuilt since the fire) and it is believed that an impression for good was made on their minds. They were tendered a banquet at the residence of Doctor Webb in the evening and it was an affair that would do any occasion honor. Doctor Webb acted as toastmaster and responses were made by a good many guests.

"The Union Pacific train was held here till 8 o'clock, when the party boarded it for Colfax, where they stayed till 1 o'clock the next day when they departed for Dayton. From the latter place they were expected to go to Olympia and a decision as to location is looked for this month. Two sites, the Vedder and Farr properties, adjoining the town were shown the commission."

commissioners and to see that Pullman got a square deal.

"The commissioners met on Tuesday and adjourned from day to day without a decision, and on Friday they adjourned until Saturday afternoon at two o'clock and the commissioners went to Tacoma. We had learned that one of the commissioners was in favor of Yakima, one in favor of Pullman, and the third one had not expressed himself as being favorable to either Pullman or Yakima. Knowing that Paul Shultze lived at Tacoma, the Pullman delegation realized the danger of this trip of the commissioners to that city. Mr. Farris followed them. There was then only one train from Tacoma to Olympia in the forenoon and one boat. On Saturday morning Mr. Farris saw two commissioners board the train for Olympia, but the one favorable to Pullman was not there. He then went to the wharf and found that he was not on the boat for Olympia. He then went to the hotel and found the missing member in bed with a headache. Mr. Farris chartered a locomotive and car and got the commissioner aboard and landed in Olympia at 1:30.

What took place between Governor Laughton, Mr. Stevenson and the commissioners is only hearsay, so far as the writer is concerned, but there was some plain language used. The afternoon wore away without results and we then feared that the scheme was to hold the decision until after the office of the secretary of state had closed, so that the decision could not be filed until Monday morning, which would give the oppo-

sition time to sue out an injunction. To prevent the possibility of such a move, arrangements were made with the secretary of state to keep his office open as long as the commissioners were in session.

"About 11 o'clock p. m. we were asked to make a deed for the land that Pullman was offering for a college site, and to execute a bond guaranteeing a good title. We had not contemplated that we would be requested to furnish a deed prior to the location, but nevertheless we made the deed and gave the bond and the commissioners accepted them and made their decision locating the college at Pullman and their decision was filed with the secretary of state a few minutes after 12:00 o'clock Sunday morning.

"The news of the victory was received in Pullman Sunday morning about 11 o'clock and it soon reached the churches with the result that the sermons were dispensed with, the benedictions pronounced and the congregations adjourned to join with the citizens in celebrating the action of the commissioners. During Monday and Tuesday all business was suspended and men, women and children gave themselves up to a hysteria of jollification. The ladies served all comers with eats and, as there were then five saloons in the town and one flowing artesian well, no one suffered from thirst."

Thus the decision was made, but it was not to remain undisputed, as we shall presently see.

The Board of Regents Organizes

On April 22, 1891, the newly appointed members of the Board of Regents met in Olympia and

were called to order by Acting Governor, Charles E. Laughton. The members were S. B. Conover, of Port Townsend, Andrew H. Smith of Tacoma, Eugene J. Fellows of Spokane, George W. Hopp of Sedro, and J. H. Bellinger of Colfax, all of whom were present.

The Governor stated that he had received and approved the bonds of each member and had transmitted them to the Secretary of State to be filed, and announced that the election of officers was in order. S. B. Conover was elected president and A. H. Smith, treasurer.

The Governor announced that he was, as yet, in receipt of no report from the locating commission. It is to be noted that two members of the locating commission, Smith and Conover, were members of the Board and were present. This meeting was on Wednesday, and the locating commission did not reach a decision until the following Saturday night, the circumstances connected with which are related in Judge Neill's story. The Board of Regents then adjourned to meet in Tacoma on the same day and at that point adjourned to meet again in Tacoma on the first. It met accordingly on the first, all the members being present except Mr. Bellinger of Colfax. Meanwhile the Pullman site had been decided upon and announced. Whether Mr. Bellinger was absent because of disappointment that Colfax was not the choice of the commission, or for some other reasons is not known, but it is an interesting fact that he was continuously absent from the meetings for more than a year after the first meeting, his next

attendance according to the minutes being on August 31, 1892.

After the announcement that the college had been located, Professor George Lilley, on motion of Regent Hopp, was unanimously elected president of the college and director of the experiment station, and his salary fixed at $4000 a year.* His election was "for one year and until his successor shall be elected and qualified." Mr. Lilley had been a long-time Dakota friend of Regent Hopp. He was at this time introduced to the members of the board and formally accepted the position. A committee was at once appointed to secure the services of an architect to make plans for the necessary college buildings. The board then adjourned to meet at Pullman on May 22, 1891.

Troubles Begin

It met again at the appointed time and place. Meanwhile a storm of violent criticism on account of the location had broken out, and was raging with great violence, the center of the opposition being at North Yakima, but all the defeated candidates joining in the hue and cry.* Threats of injunction suits were rampant; charges of corruption were not wanting; local excitement in Pull-

*At this time the President of the University of Washington was receiving $1800 salary.

*In May, 1891, in answer to the question of a newspaper reporter President Conover said: "When Governor Laughton says 'I asked them (the Commissioners) to make the selection they deemed for the best interests of the state,' he simply told the truth, at least as far as I am concerned. I voted for Pullman because, in my judgment, it presented the most eligible site and the best natural advantages. I did so without fear or favor and I assume full responsibility for my action." The artesian water supply seems to have appealed strongly to both the first and second locating commissions. The fact that Whitman was then the leading agricultural county also had weight.

man was at fever heat, when the regents arrived. Rumor had it that the superior court of Pierce county (Tacoma) had already issued a restraining order enjoining the regents against proceeding further in the premises. Word had come from Colfax that the sheriff of Whitman county was already on his way to Pullman to serve the papers, and so he was. Meanwhile the board had been gotten together inconspicuously, the sketch of a building had been hastily drawn, a contractor was procured to submit a bid, the plan of the building was formally adopted, and the contract let for its construction "to cost not to exceed $1500," and the action duly recorded. In the interim the sheriff had arrived, had been met at the railway station by a "prominent citizen," escorted to supper at the hotel and in due time was conducted to a room where the regents were assembled. Here he served the papers—but the contract had already been let and so the work could go on without the regents being held liable to punishment for "contempt of court." The plaintiff in the injunction suit was W. L. Jones, then an attorney of North Yakima, now our United States senator from this state. The defendants were the state auditor, state treasurer, the locating commission and the individuals claiming to be regents of the college. Of course, all further proceedings on the part of the Board were stopped pending the adjudication of the case. This did not, however, hinder the construction of the building from going forward, the bondsmen guaranteeing the contractors against loss. After authorizing Turner and Graves, at-

torneys, of Spokane to represent the Board in the litigation which should arise, it adjourned subject to the call of the president. It did not meet again until the tenth of the following September. Nothing was done at that meeting except to make demands on the state auditor for money to pay accounts due and to receive plans and drawings from architects for college buildings.

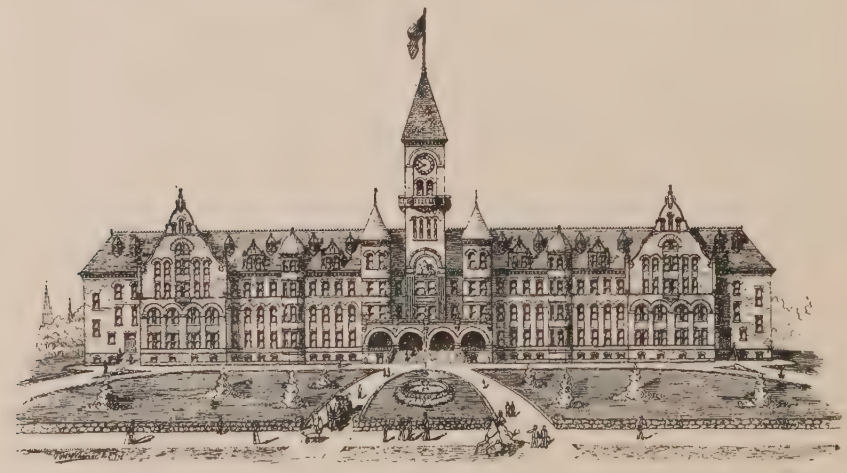
In the meantime, the supreme court had dismissed the injunction suit against the auditor, treasurer and Board. But a new difficulty now arose. When the state auditor received the vouchers which had been approved by the Board, he refused to issue warrants for their payment because of a protest against doing so filed by certain citizens of North Yakima. The protest appears to have been based upon the fact that the law had not specified the particular things for which the money ($60,000) had been appropriated, nor had the appropriation been mentioned in the title of the act. Lengthy citation of authorities and lengthy technical arguments were made in support of the contention of the protestants. The attorney general did not sustain the protest and in due time the Board was free to proceed. It at once sent orders to President Lilley, who seems to have been absent most of the summer, to be prepared, on December 1, to submit courses of study and to recommend suitable persons for the faculty.

The meeting of December 1, 1891 was eventful. Courses of study were presented and adopted. Seven chairs were established. The president was directed to procure the necessary staff to

open the college on January 13. Mr. Lilley was at this meeting assigned to the chair of mathematics and physics. Mr. Scobey was elected professor of agriculture, Mr. Lake professor of horticulture, forestry and botany, C. E. Munn professor of veterinary science, George G. Hitchcock professor of chemistry and Mrs. Van Doren professor of English and preceptress. All of these presently accepted the positions tendered.

Impossible Building Plans Adopted

The plans for the main college building as presented by architect Preusse were adopted; likewise the plans for a dormitory were adopted "as a part of the general plan for the buildings on the



"THE CASTLE"

college campus." The president was instructed "to advertise for bids for the construction of the basement of the general plan of the main building and the erection and completion of the dormitory." The astonishing fact is that while the ap-

propriation was for but $60,000, which must provide for maintenance for the biennium and for all buildings and furnishings, this plan, which had just been adopted for the main building, called for the expenditure of more than $300,000.

A description of it in a current paper is as follows: "The main building will be 416 feet long. The central portion of the building with an immense dome and tall towers is 89 x 128 ft. It will contain the offices of the president, steward and registrar of the college. On the ground floor of this portion of the building, will be located spacious library rooms, and above the library the auditorium. Solid tile walls will separate the central portion from the wings, which will be fitted up as recitation rooms. The building exclusive of the central portion will be three stories high with a basement and the wings will be 51 by 83 feet. The heating apparatus will be separated from the building to insure safety, and plans for a tower house will soon be submitted. The first story is designed to be set apart for the geological, botanical and zoological museums."

This visionary building would today cost more than $2,000,000. I first saw a picture of this proposed building when I stopped at the Columbian exposition while en route to Pullman to assume the presidency of the college and was filled with wonder. I afterwards examined the plans and specifications which were on file. These were proof positive that no one connected with the adoption of the plans could have had any just conception of the requirements of a college or univer-

sity—much less of the type of college contemplated in the law. The plans were wholly visionary and impractical. The absurdity of beginning such a plant with a fraction of $60,000, out of which besides maintenance, a dormitory was to be built and equipped, is apparent.

The year 1892 thus opened with high hopes and it was destined to close in despair. Our first chapter pictured to you the opening days and weeks of the college itself. We have now brought the story up to that date. Contrasted with the pitiful realities on the bare hilltop were the visions of the future as exemplified in the air castle building I have just described. The Board had at its command $60,000 of state money, or what was left of it. It expected to receive before July 1, $18,000 of federal money for the college which could be used only for instruction in specified branches and $15,000 of federal money for the experiment station. Flush with cash, it was no wonder they were optimistic. They resolved to proceed at once to build a dormitory, a farm barn, a farm house, a reservoir, a water system, and on sober second thought, instead of starting the basement of that immense castle, they decided to build a wooden building for temporary uses; also to build shops, a power house and a greenhouse. They would also stock the farm with livestock and implements, build a few fences and plant some shrubbery.

On February 9, 1892, a contract was let to Taylor and Lauder of Moscow and Pullman for the dormitory (old Ferry hall) for $21,997.50 and a

little later they let the heating and plumbing of the building to the Griffith Heating and Plumbing Company of Spokane for $7,943, thus making a total of $29,940.50, a sum which later was swelled to $40,000 or $45,000 as the actual cost. The dormitory erected under this contract stood where Ferry hall now stands. It was an ungainly five-story brick structure that did not look as though it could withstand the wind. The base-

OLD FERRY AND OLD COLLEGE

ment was devoted to kitchen, dining room and a few bed rooms and store rooms. There were in all above the basement, thirty-four suites, the general unit plan being a study room with two alcove bedrooms adjoining, in theory each suite providing for four students. Steam heat and electric lights were supplied. The building was completed and

opened late in the following fall. In 1897 it was burned as will be related hereafter.

The Board was full of things to do. Frequent meetings were held. Regents Smith and Hopp were authorized to select plans for a farm house and farm barn. The barn, at least, was built out of the Hatch fund. More complete curricula were presented by the president and were adopted. Farmers' institutes were conducted in nearby communities. Negotiations were entered into for a water supply from the artesian wells of the town and plans for a reservoir and water system were prepared. Numerous applications for the location of an experiment station in western Washington were received and considered. The offer of a tract at Sumner was accepted. A broad board walk was built from the college down the hill about where the present broad cement walk is and on down into the valley past Valk's place along the north side of the Northern Pacific track to about the point where the swimming pool is now located. There it joined a walk which crossed both N. P. and O. R. & N. tracks and crossed the creek on a little foot bridge to the corner of Main and Pine street, the old Palace hotel being just opposite this point. Bridge and board walk were later floated away in a spring flood.

President Lilley reported to the board a month after the opening that "the faculty are doing good work with their classes and are enthusiastic and energetic for the welfare of the college." About this time the treasurer of the board received the first payment of the Hatch fund—$11,250—

which increased the activity in opening up the work of the experiment station in the spring. Regent Smith was authorized to purchase a car load of lumber for power house, farm house and barn. Salaries of the professors who were members of the experiment station staff were fixed at $2000 a year. Contracts were made with John E. Coleman of Spokane for the laying of a 6-inch water main 4,125 feet in length from the reservoir to the city well. The original contract price of the pipe line was $3,400, but in the end the water system cost more than $8,000, most of which was paid for out of experiment station funds. A contract was made with Taylor and Lauder for excavating and lining the 250,000 gallon reservoir.

A contract was entered into with the town of Pullman to pump the water for the college for $30 per month and to have the use of the reservoir and pipeline for the city for five years at the expiration of which the city agreed to purchase the reservoir and pipeline at the prime cost thereof—a contract which was never fully carried out.

In March a draft for $17,000, the first to be received from the Morrill fund, was reported as having been received by the treasurer. A contract was let for the construction of the farmhouse for $1650 (this presumably did not include lumber, which Regent Smith had been authorized to purchase.) A contract for construction of College Hall, plans for which had been prepared by Architect Preusse, was on June 15 let to Taylor & Lauder for $13,980. Heating and plumbing brought the cost up to about $20,000 by the time the building was com-

pleted. This building stood on the site of the present Science hall. As a matter of fact Sol Cameron, contractor of Spokane, put up this building. A structure containing woodworking, blacksmithing and machine shops, with heat and power house equipped with boilers, engines and dynamo, was erected a little south and east of Ferry hall. This building later served as the first gymnasium of the college.

All in all there was spent in buildings and equipments some $70,000 to $75,000 during the summer of 1892. When it is remembered that, aside from the Morrill and Hatch funds, there was an appropriation of but $60,000 for all purposes up to the first of April, 1893, it is little wonder that the next legislature should be confronted with a deficiency. The first thing apparently resembling a budget was made at a meeting in July this year. It was not a budget after all, but merely a rough and incomplete estimate or forecast which only revealed the fact that the college was rushing forward into financial difficulties.

The first hint, so far as the records go, of internal difficulties appears in a report of Regent Smith to the effect that the president's salary for a certain month had been included in two separate vouchers both of which had been paid—a mistake which was admitted and afterwards corrected. At this meeting, which occurred September 1, 1892, the minutes of the Board state that "Letters and copies of affidavits relative to the past character of Professor Lilley, purporting to have been sent from the governor to the Board, were presented

and read by President Conover and action was deferred for the purpose of giving Professor Lilley time for reply and explanation at our next meeting." It is plain that a rift had occurred between the board and the president.

I was once told by a gentleman of high standing and entire probity, living in this state, who stated that he was present and knew the parties concerned, that, at the Tacoma hotel, in the summer of 1892 members of the board of regents and President Lilley being present, a gentleman from an eastern state where Doctor Lilley had once been in business, was introduced to President Lilley and the board. A little later he sought a member of the board and told him of certain business transactions which had occurred in his community in which Mr. Lilley was involved and which reflected upon his character and which had led to serious court action. Without doubt this led to increasing distrust on the part of the board, and the letters and affidavits laid before the board by the governor increased this distrust.

At about this time Regent Hopp, Mr. Lilley's Dakota friend, retired from the board and was succeeded by Daniel Lesh of North Yakima—in later years state senator from Yakima county. Delays and difficulties in completing the buildings at the college were also a disturbing factor and there was evidence of some conflict among the members of the board. The question of the purchase of sundry supplies by various board members seemed to have increased the criticism.

New Faculty Members Are Added

In November 1892, Charles V. Piper, afterwards a distinguished member of the faculty, was elected. The record does not say to what position he was chosen. At the same meeting an application of Mr. James Ferguson as instructor in shorthand and typewriting was referred to a member of the board with power to act. Very soon after Mr. Ferguson was present as "professor" of shorthand and typewriting. Ernest L. Newell of Tacoma was also elected "as a civil engineer and teacher." E. V. Claypool of Tacoma was also tendered a position "of such chair as may be assigned."

There is internal evidence that members of the board had begun distributing positions in the college among themselves as a matter of patronage. At the same meeting positions were established and salaries fixed for instructors in entomology, stenography, vocal and instrumental music and domestic economy. The proposed salary for the teacher of domestic economy was to be $80 per month. It is said that the chief qualifications of the party selected as a civil engineer was that he was a skilled player on the cello and that there was a desire to have on the faculty someone possessed of musical ability. It is a matter of record that the president asked for instruction as to the assignment of the work of the men whom the board had employed, an indication that the management of affairs was slipping out of his hands. At this same meeting President Lilley offered to submit evidence in regard to himself, but no action was taken. Members of the board had evidently made up their

minds as to what they were going to do in the matter.

On December 12 the fateful meeting at North Yakima was held. Newspapers had already carried accounts of the story of Dr. Lilley's troubles back east, and it was apparent that a crisis was pending. President Lilley, who was likewise ex-officio secretary of the board, was not present at the Yakima meeting but sent the certificate of a physician that his absence was due to illness. A petition from the students of the college asking that President Lilley be retained was received and attested to his local popularity. The board replied that it would use its very best judgment in the matter. Local sympathy was undoubtedly on the side of Mr. Lilley. That a change in the presidency was impending was evident from the fact that there were already on hand numerous applications—some of them from a distance and some with a great array of testimonials, including plainly political ones. One candidate submitted some thirty testimonials in his behalf.

The applications having been received and filed, Regent Smith of Tacoma obtained the floor and presented "in a lengthy and comprehensive manner his objection" (to Mr. Lilley).

It will be recalled that President Lilley had been elected for one year and "until his successor was elected and duly qualified," so there was no need for a vote for resignation or removal. On an informal ballot there was one vote for Lilley and three for other parties (one member being absent). A motion to proceed to the election was carried,

three ayes, one no (Conover). Three ballots were taken on the election, the third showing one vote for Lilley, three for John W. Heston of Seattle, who was accordingly declared duly elected as president for the ensuing year and "until his successor is elected and qualified."

John W. Heston had held the principalship of the Seattle high school. He was a graduate of the State College of Pennsylvania. He was a man of probably 40 years of age. The president of the board was directed to notify Mr. Heston of his election and instruct him to report for duties at the college as soon as practicable.

A member of the board then, "after assigning sufficient reasons orally" offered a resolution that Prof. John O'B. Scobey be notified that his services would not be required after December 21 (this was on December 13) and that his services would terminate at that date. This was carried three to one, Conover voting "no."

At the next meeting, which was at Tacoma on the 19th, Professor George G. Hitchcock, professor of chemistry, disgusted with the mess at the college, presented his resignation.

Meanwhile the excitement had not been confined to North Yakima, Tacoma and the newspapers. College had been late in opening in the fall of '92 because of the unfinished condition of the buildings. Free room rent was offered to students in the new dormitory, and the college was to maintain the dining room at cost. It was even said that some students, residing in Pullman, finding free room rent in the dormitory and not being re-

quired to take their meals there, took rooms. Employment for students was offered freely, at 12½ cents per hour, then a going labor wage.

As harvest was over and there was not much to do through the winter, large numbers entered, entrance examinations being dispensed with. Both boys and girls occupied the one dormitory, a "substantial partition" separating the two halves of the building. Popular and local sympathy was strongly with the administration. A mass of students, practically all of preparatory grade, most of whom had never seen a college, in a pioneer region in the "wild and woolly west", were liable to act in an irresponsible manner such as might not be expected in a staid and ancient university. It was charged also that a hint had been dropped from those in authority that sometimes students did take things into their own hands and determine who should be their president. At any rate, shortly after the election of the new president, Smith, the regent who had been most active in opposition to Lilley, and Heston, the newly elected president appeared on the campus and called the student body together in the little auditorium in College hall. Smith introduced the new official who spoke briefly to the student body. The two left to return to the town. A group of students followed and as soon as the pair were well started down the hill, began to pelt them with hastily gathered eggs and decayed cabbages. Tradition has it that both men made a hasty run for "safety first", the new president seeking the friendly shelter of a corn shock. This incident, added to the newspaper scandal was

repeated with much exaggeration by those who had been so bitter about the location of the college.*

The disgraceful episode injured the college for many years thereafter and rendered difficult the task of reconstruction. The truth in the whole affair very likely is that while President Lilley had been personally attractive to the students and townspeople, there had been for a long time a growing lack of confidence on the part of the Board as to his leadership and executive ability in his position in the college—a distrust that had been encouraged by the stories relative to past difficulties. There had been as the result of this, an

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*The student paper, "The College Record," gives this account of the disgraceful occurrence: "Since the time when the Board of Regents expressed their opinion of students' rights regarding petitions (this referred to the students' petition to retain Doctor Lilley) the feeling against the Board had been growing more bitter. The students held an indignation meeting immediately after the removal of President Lilley and Professor Scobey and at this meeting was read the speech which Mr. Smith rendered before the Board at the Yakima meeting. This conglomeration of falsehoods and vagaries naturally concentrated the wrath of the students upon Mr. Smith. Consider the circumstances. There was their petition, and their wishes and request, their rights set at naught. There was their friend lying in a sickbed in town unable to rise and answer the charges which he was asked to substantiate (disprove) by a Board two hundred miles away. There was another worthy and esteemed man (Professor Scobey) removed from his position simply because he was friendly to their friend. Who can wonder that the students became incensed? Who that bears the name of an American would not be ashamed of living, if under like circumstances he did not experience a feeling of disgust with such proceedings?

"In the atmosphere produced by such conditions the growth of the feeling of hatred toward Mr. Smith was very rapid. At the meeting of the Websterian Society, December 20, it was learned that Mr. Smith would be present at the closing chapel exercise next day. Then it was that the determination to keep Mr. Smith from the building was arrived at. When the next morning, they gathered at the chapel, and had before them their good friend making his farewell address, and beside him their enemy and the cause of his overthrow their love for the one and their hate for the other came into too close contact and an outbreak was the sad result."

The article added by way of explanation that the "eggs were few and good" and most of them went "wide of the mark" and expressed regret that "it was necessary to give President Heston such a scene to contemplate at his first appearance at the college."

increasing tendency to assume and discharge functions which could be properly performed only by the President and for which members, and especially Smith, were wholly incompetent and which would lead to sure disaster. The Board then evidently determined not to go into the story of the eastern delinquencies but, acting on the record that he had been elected "for one year and until his successor had been duly elected and qualified," to elect a new president.

The report of the joint legislative committee and the findings of the new Board relative to the conditions indicate the conviction on the part of those disinterested parties that the administration (apart from any Board interference) had not been equal to the task it had undertaken. The students denied that President Lilley had incited them to insurrection, either in the speech he made before the Websterian Society the evening before, when, as stated above, they had determined to keep Smith from the building, or at the farewell address when Smith was present to introduce Heston. But the appeal to the sympathies of an excited student body was not calculated, to say the least, to allay their bitterness and excitement.

At a meeting of the Board held in Tacoma on December 28 regrets and condolences were put on record because of "the unlawful and unbecoming conduct of certain students at the close of the last session directed at one of their members" and it was resolved that immediate steps be taken to ascertain and punish the guilty party. At this same meeting Professor John D. Hendricks (who had

been a candidate for the presidency) was elected professor of agriculture, and George H. Watt, at that time Superintendent of the Yakima schools, who later for so many years was the head of the department of pharmacy, was elected professor of chemistry. Professor Watt has told me that he was at first offered the chair of agriculture, which he declined with thanks. It had been the Yakima member's turn to name a member of the faculty.

Thus the year which had begun so brightly ended in gloom, disaster and disgrace. Three of the old faculty were left. Six new members including the president were just beginning their term of service. A seventh, Lee Fairchild, an odd genius, half newspaper man, half public entertainer, and wholly a free lance, had attached himself, in some way hard to explain, to the faculty without having been formally elected.*

The dormitory and dining hall were in a mix-up with an odd assortment of students and faculty and employees, male and female, and a quarrel with the treasurer of the Board. A threshing machine engine furnished the steam to keep things hot in the building until the heating plant could be completed. The new president and the new professor of agriculture, both lately candidates for the presidency, were hostile to each other. A new term was about to begin with no strong directing power to set things in order. The legislature was

*There is a story to the effect that Fairchild had informed a Board member after adjournment that a certain prominent newspaper had authorized him to say that it would pull off its fight on the Board if it would put him (Fairchild) on the faculty and that the member had told him to go to the college and begin and that the Board would fix it up later. At any rate he did begin but it was never fixed up so far as the records show.

about to meet. Scobey (and, it is said, Lilley) had bought the Olympia Tribune, with the evident purpose of doing unto others as others had done unto them. During the session of the Legislature, day after day the paper dished up a highly spiced concoction about the college which legislative members read with avidity. Regent Smith, it was asserted, had, in one of his many trips to the college, lost his night shirt on the sleeper, and thinking that the garment had been lost in the service of the state, bought another and included the price thereof in his expense account. So he was compelled for a long time thereafter to bear the sobriquet "Night Shirt Smith." Lee Fairchild invaded the press of the state with stories from Pullman that would make one dizzy to read.

At a meeting at Olympia on January 18 another instructor was added to the faculty, A. R. Saunders, instructor in mechanical engineering, to report at the college February 1. At the same meeting a squabble with Taylor and Lauder was before the Board and an unsuccessful attempt was made to settle the matter by arbitration.

It was evident even then that there would be a large deficiency in the funds of the college and that a legislative investigation of charges of corruption was inevitable.* Not only the Olympia Tribune, but the press of the state generally were making of the situation a scandal. It was a rare opportu-

*The citizens of Pullman smarting under innuendos and charges of corruption in connection with the location of the college demanded a legislative investigation, and posted $5000 to be paid over to any charitable institution which might be named by the governor in case it is established that any such influence was used. For the report of the joint committee of the legislative committee exonerating Pullman in the premises the reader is referred to its complete report in Appendix C.

nity for those who had been disgruntled about the matter of the location of the college and they were not slow in declaring that the institution "had been conceived in sin and born in iniquity."

President Heston was absent much of the time during the legislative session of 1893 keeping in touch with the Legislature. Attendance at the college was beginning to drop off as spring approached, and there was a manifest tendency toward disintegration. The faculty had been doubled in number but they were without coordination or guidance and disturbed by the press scandal. Both Senate and House did send investigating committees, which became a joint committee, to the college. This committee patiently and thoroughly conducted hearings in an attempt to understand and untangle the difficulties. As to the deficiency all they could do was to guess at it, for more than a dozen different people about the institution had been incurring expenditures and what the claims would amount to no one could tell. The committee guessed that about $25,000 would cover it, and so recommended, and that amount was eventually appropriated.

The Legislative Session of 1893

The new governor, John H. McGraw, was a staunch republican from King county. He had served as sheriff of that county under very critical circumstances at the time of the Chinese riots. He was deeply interested in the State College and was resolved that it should be rescued from the condition into which it had fallen. It was therefore

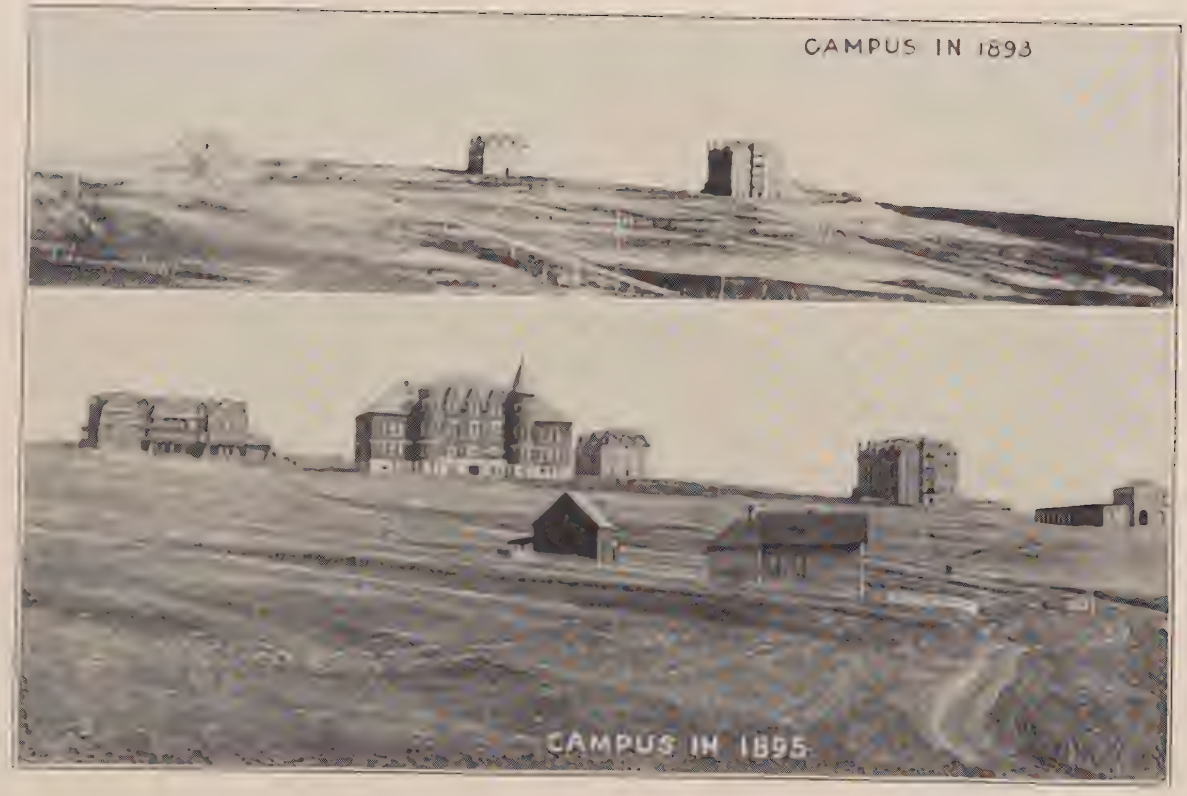
agreed by the governor and the legislature that the old Board should not be confirmed and that the selection of a new Board of Regents should be left to the governor, appointments to be made after the adjournment of the legislature. The governor, the legislature and the public, therefore, were deeply interested in the report made by the joint Senate and House investigating committee.

The report of this committee (for report see appendix C) approved location of the college; criticized the various buildings, especially the dormitory and college hall, and the expenditures on the same; criticized the accounting system or lack of system and the management of the institution both on the part of the regents and the administration; reported that after thorough investigation "We fail to find any evidence of corruption in the location of the college grounds, letting of contracts for buildings or other improvements; nor has your committee been able to find that any member of the faculty or other employee received his appointment for or through political influence;" condemned the Regents for negligence and other delinquencies; and recommended that the regents be not confirmed.

The committee also recommended appropriations aggregating $160,000.00 of which $70,000.00 was to be for an Administration building. The legislature appropriated $120,000, reducing the appropriation for the Administration building to $50,000 and eliminating other appropriations recommended by the committee. The governor vetoed items aggregating $23,000, thus

leaving the net appropriation $97,000 of which $25,000 was deficiency, $50,000 for the Administration building, $12,000 for other construction purposes and only $10,000 for fuel and contingent expenses for the two years. The report of the committee was adopted and it was left to the Governor to select such a board as might in his judgment be able to rehabilitate the college which had sunk into the slough of despond.

CAMPUS IN 1893


CAMPUS IN 1893
CAMPUS IN 1895

II

THE PERIOD OF REORGANIZATION 1893-1899

New Board, New Faculty and New Curricula

SOON after the adjournment of the legislature of 1893 Governor John H. McGraw appointed the new Board of Regents. Its membership was Charles R. Conner of Spokane, E. S. Ingraham of Seattle, H. S. Blandford of Walla Walla, General T. R. Tannatt of Farmington and J. W. Stearns of Tekoa. No member of this board was a graduate of a college or university. A curious notion prevails that business and political experience are the prime qualifications for membership on the board of an educational institution. It is true that the average man of honesty, sound judgment and business acumen is of great value on such a board. But he is well nigh helpless without technical guidance in this particular business. There is no such thing as separation between the "business" and "educational" functions of a college or university. The two are one and inseparable. This is why the modern college or university has developed a distinctively executive department.

Mr. Connor was a Civil War veteran who had entered the Union army at sixteen and had lost a leg in Georgia on Sherman's march to the sea. He

had been, for some years after the war in government service in Washington, D. C. and had then settled in Spokane as a practicing lawyer, but for some years prior to 1893 had been engaged chiefly in business, was reputed to be well off and was a much respected citizen of Spokane. He had taken a deep interest in politics, but was not an office holder or office seeker. Governor McGraw had appointed him, so he told me, because he believed him to be a thoroughly honest, reliable and representative citizen who would stand for clean administration of the college and who would protect the interests of the state.

Mr. E. S. Ingraham was a Maine man, of good education, a graduate of a Maine normal school and a man of sound educational experience. He had come, in rather early years, to Seattle and had served first as county superintendent of schools and later for several years as superintendent of schools of the city of Seattle. At the time of his appointment he had a printing establishment in Seattle. During the Chinese riots he had served as major of militia, and in that connection he had incurred the enmity of certain anti-Chinese organizations. This enmity was the probable cause of the loss of the superintendency of the city schools. He was highly respected as a man of great intelligence, courage and wisdom and had the entire confidence, perhaps more than any other member, of Governor McGraw.

General T. R. Tannatt was a native of Massachusetts, a graduate of West Point, had served in the Civil War and had come through it as a briga-

dier general. On retirement from the army he had engaged in civil engineering, and in some capacity had become connected with Henry Villard at the time of the construction of the Northern Pacific railroad. He had settled at Farmington and was there developing a fruit farm.

H. S. Blandford was a democrat and was prosecuting attorney of Walla Walla county, and a very eloquent speaker. Governor McGraw once told me that he had appointed Blandford because in the first place, he wished to appoint two democratic members of the board, and second, because he knew that Mr. Blandford, though a democrat, had been elected in a republican county by about 1000 majority, an evidence that he had the confidence of the community in which he lived.

J. W. Stearns was cashier of a bank at Tekoa which was owned chiefly by B. Lombard Jr. of Boston. He likewise was a democrat and had been appointed on the recommendation of Senator R. C. McCroskey, to whom the office had at first been tendered, but who believed, at that time, that he was ineligible because he was holding the office of state senator. Mr. Stearns attended but did not graduate from the University of Arkansas. The Board thus constituted was made up of upright, intelligent, progressive citizens who were fully resolved to conduct the institution free from political influence of any kind, and without using their positions as regents for any personal aims.

The Board met for the first time on May 4th and organized by the election of Charles R. Conner as President and J. W. Stearns as Treasurer.

The president of the college, J. W. Heston, was ex-officio secretary.

The New Board Dissatisfied With the Outlook

The board at once realized some of the difficulties of the task before it. The last term of the college year was drawing to a straggling close. Morale was altogether lacking, both among the students and in the faculty. The local community was disheartened by the events of the year and was feeling the menace of the oncoming financial panic of 1893. The public was disgusted and hostile. The board was confronted with deficiency claims fifty per cent greater than the amount of the appropriation for that purpose. Among these were claims for the dormitory and a claim for architectural fees for that large air castle to which reference has already been made. The governor under a mistaken impression as to the possible uses of the federal funds had vetoed the appropriation for instruction not covered by those funds. The legislature had appropriated but $5000 for each year of the biennium for fuel and incidental expenditures.

Most of all the new board was not satisfied with the faculty. It proceeded, after as careful examination of the facts as could be made under the circumstances, to clean house. Mrs. Van Doren, Professors Saunders, Watt, Piper, Ferguson, Read and Lake were retained, the last named being dropped a few months later. After an inspection of the grounds belonging to the college the board was much dissatisfied with the situation which it

BOARD OF 1893

BOARD OF 1925

found. There was no deed to a tract of about four acres at the south end of the campus on which the shops and the power plant had been built, and machinery installed, the whole at an expense of about $20,000.

The front line of the campus was bounded by a north and south line which ran near where the '08 fountain is now located. In front of that line the hillside was laid out into lots and streets. So was the land to the north and to the south of the campus. In fact in the entire quarter section on which the campus was located there was the campus of 12 acres and an isthmus of land connecting it with the farm to the eastward and aside from this the entire quarter section was laid out into some 2000 small lots, 30 by 100 feet, with intersecting streets—an indication that a real estate speculation had been coincident with the location of the college. There was not sufficient room for the future expansion of the institution.

The board was so dissatisfied with the outlook that a committee of citizens who had been particularly interested in locating the institution at Pullman was called before it and a frank statement was made of the facts in the case and an intimation given that no money would be spent on the college until this condition was remedied. Besides this it was ascertained that one Paul Gaston had brought suit for a share of the property and it was believed that this involved the land belonging to the college. The citizen's committee promptly stated that it would undertake to see to it that the four-acre tract on which the shops stood would be

deeded to the college for a consideration of $1 alleging that this was merely a mistake. Judge Neill, a member of the local committee, made a statement relative to the Gaston suit which convinced Mr. Blandford, the lawyer of the board, that this suit did not involve property belonging to the college, and so that objection also was eliminated. The citizens' committee furthermore proposed that its members would give a bond to the state of Washington that it would furnish an acceptable deed to the tract lying in front of the campus to the westward for the sum of $4000, if the board of regents would agree to recommend to the next legislature the purchase of that 10 acre tract at $400 per acre. This purchase was later consummated and the money appropriated by the legislature for its payment. The state had already accepted as a gift the 190-acre farm tract and the campus.

The board was still not wholly satisfied with the land outlook. Especially Mr. Conner, the president of the board, objected, and it was surmised by some that he had designs to delay matters until the meeting of the next legislature and then attempt to secure the location of the institution for Spokane. The board adjourned to Olympia to consult the governor. When Governor McGraw had listened to the suggestions of delay he very promptly and firmly said "no." He directed that the board should proceed at once to rehabilitate the institution as promptly and as completely as possible—advice which the board very cheerfully heeded.

Mr. Conner's conviction that the ground on which future college buildings were to be placed was wholly inadequate was correct, and he was justified in using drastic measures for the correction of this mistake. The citizens who had given the 200 acres of land were likewise justified in the feeling that they had done their part and that the additional land required should be purchased by the state. At the same time, Governor McGraw's directions that the board should proceed at once to rehabilitate the college were equally correct. The remedy for the inadequate size of the campus proved to be slow and costly.

The attendance of the school by this time had dwindled to almost nothing. The Board had no confidence in Mr. Heston's ability to handle the situation and suggested his resignation, which request after some hesitation, he complied with, to take effect September 1 following. He was presently excused from any further service to the institution.

Another difficulty was soon encountered. Early in July the treasurer of the United States sent the annual installment of the Morrill fund in the sum of $19,000 to A. H. Smith of Tacoma, the former treasurer. No notification had been given to the federal government of the changes which had taken place in the Board or its treasurer. The action of the United States Treasurer was what might have been expected under the circumstances. The new Board promptly made a demand upon Smith for the payment of the money. He as promptly refused to pay it, claiming that he was

still the legal treasurer. The nation was then in the midst of the panic of '93, and the deposit of $19,000 in gold in one of the Seattle banks had some value and might have been sufficient cause for delay, even if it were known that eventually the money must be surrendered. J. W. Stearns, the new treasurer, brought suit before the supreme court. The court, however, held that it did not have original jurisdiction in the case, as the treasurer of the board was not an officer of the state. Suit was then brought in the superior court of Pierce county (Tacoma) and was later carried to the supreme court. This body ordered the money to be paid over to Stearns, but a delay of a full year had meanwhile occurred, and the college was left in a serious predicament.

At its meeting May 4 to 11 the board adjourned for meetings at North Yakima and Olympia near the end of the same month. There had been no board meeting from the middle of January until May 4th and the business of the college was in a muddle and the college people were distracted. At this first meeting of the reorganized board an attempt had been made to pay deficiency debts, and clean up as far as possible the business, clean house amongst the employees, get a grasp of the situation, and begin to formulate new policies. This had to be done by men unfamiliar with college management but on the whole it was well done. The case of Mr. Heston, president, was disposed of by his dismissal to take effect very soon, his salary running to September 1. That the board was sincere in its determination to go on with the

work of the institution and not plan delay with a view to eventual removal (particularly after its interview with Governor McGraw) is evidenced by the fact that it proceeded to the selection of a new faculty within a week after it was organized. The normal way would have been to select a president first and make use of his help in the selection of a faculty. They needed time to select a president and so proceeded to select other members at once. As it turned out, its selections were fortunate.

On May 10, 1893, O. L. Waller was elected professor of Mathematics and Civil Engineering, and Elton Fulmer, professor of Chemistry, Geology and Mineralogy. At a subsequent meeting Miss Annie Howard of Henderson, Kentucky, was appointed instructor in the preparatory department and later became an assistant professor of English. F. T. Dow was elected assistant professor of mechanical engineering. The board gave many days and nights during May, June, July and August to a conscientious effort to untangle the difficulties and reorganize the college on a sound basis.

On July 22, 1893 the author of this history was elected president of the college. The then secretary of the board, President Heston, whose term would expire August 31, was directed to notify him of his election and report acceptance by telegram, addressed to the president of the board.

The reader of these pages will doubtless understand that many things hereafter discussed in this volume will necessarily be somewhat autobio-

graphical. The presentation of the truth in the case will require that all pretense of excessive modesty shall be laid aside and that men and things be frankly discussed, whether they relate to the author or to others. It will also add clarity to later statements if I just as frankly begin this part of the book with a brief sketch of that part of my life which preceded my connection with the State College and the state of Washington.

I was born at Bloomington, Indiana, the seat of Indiana University, on May 10, 1855. I was the son of the Reverend John and Eliza Jane Bryan. My father was a minister of the United Presbyterian church, and a graduate of Washington and Jefferson College (then Jefferson). I was graduated from the classical course of Indiana University in 1878. Prior to graduation I had taught three terms in the common schools of Jefferson county, Indiana. For three years after graduation I was superintendent of schools of Grayville, Illinois, and, in the vacations, teacher of summer normal schools in Indiana and Illinois. While at Grayville I married Hattie E. Williams of that town. From 1882 to 1893 I was President of the Vincennes University—a junior college which had been established by the state of Indiana as its university on a federal land grant in 1806, but it was not a state-supported institution. In 1892-3 I was absent on leave attending the graduate school of Harvard University, receiving my Master's degree from that institution in June, 1893. I had previously received the same degree from Indiana University in 1884 for work done at that institu-

tion. Just before leaving Harvard in 1893 a personal friend living in the state of Oregon had suggested that I apply for the presidency of the Agricultural College of Washington, of which, at that time, I had never heard. I declined to make application. I need not relate the circumstances preceding my election which was wholly unexpected.

Though asked in the notification of my election to the presidency for an immediate answer by telegram I delayed until I had made inquiry about the institution. Three things I wished to know: First, would a president be under any political obligation to the political party in power? Second, what were the financial basis and resources of the college? Third, were the troubles of which the secretary of the board (Heston) had spoken in his letter permanent in their nature, or temporary? These questions were asked of the governor of the state through a mutual friend living in Seattle and were answered in an entirely satisfactory manner —especially so far as the interference of politics with the affairs of the college was concerned. The answer being satisfactory, the facts were recited to my board at Vincennes, and a request for a release from my engagement there was made. Reluctantly the request was granted. I accordingly wired my acceptance to the president of the board and left for the state of Washington. I reached Pullman on the 28th of August, 1893, and was met by the board of regents which was then in session. It had arranged for a public meeting in the afternoon of that day at the new high school build-

ing.* There I was greeted by a multitude of citizens interested in seeing the individual who had the temerity to tackle the problem at which two presidents had failed. At night I made an address to the county institute which was in session at Pullman.

On leaving Spokane in the morning of the 28th of August I was amazed at the physical appearance of the country—the famous Palouse country—through which I was passing. The endless fields of ripening grain, the billowy landscapes, the roads deep in dust from the wheat wagons, the long line of wagons with California beds loaded with wheat sacks and drawn by many horses, the headers in the field pushed in front of the horses, and the lop-sided header wagon, all were novel and interesting. I had never been in the Pacific Northwest and knew nothing of it and the whole surroundings were strange. The Northern Pacific station at Pullman then stood near where the stock yards now are and we took a bus to the Palace Hotel on Main street. As from the long shady porch of the hotel I looked up to the dry barren hilltop in the distance the gaunt outlines of old Ferry (not then so named) and the square red wooden College hall—no trees or shrubbery about—the campus looked like an unreal scene, a thing strangely in contrast with the ideal seat of learning, and strikingly in contrast with the turreted castle which I had seen pictured in the advertising pamphlet at the Columbian Exposition in Chicago.

*This inconspicuous introduction to the public was not intended as an "inaugural," the elaborate ceremonies of recent years then being very unusual.

I was not surprised that the castle was not there, for somehow I had already surmised that this building, while projected, had not yet been completed. At any rate I was now face to face with the problems which had lured me into the West to accept the presidency—namely the building of a great state college in one of the last states in which such an institution was to be established.

The people I met were cordial and apparently cheerful, though I afterwards knew that the financial stress under which many of them were laboring, and the disappointment about the college was making them heavy hearted and despondent. The regents were pleasant men to meet and seemed to be deeply concerned with their task. They at once undertook to acquaint me with the problem as it then stood, but did not go into the history of the distressing year through which the college had just passed. They informed me that the fall term would open September 13; and that the faculty had already been selected; that the members were all but one or two away; some of them at the Chicago Exposition, some elsewhere; that they had discovered that the dining hall of the previous year was heavily in debt, and had many credits scattered far and wide; that they had decided to not conduct the dining hall at the college expense though the faculty would be authorized to act as best friend to the student body, in maintaining the dining hall at its own cost; that I might retain the present clerk or appoint another as I chose; that the board would not be responsible for the purchase of the textbooks already bought or those

to be bought; and that in the absence of the Board I was delegated to act for it and would be held responsible for results; and furthermore, that the policy of the extensive employment of student labor about the institution would be discontinued.

The Board informed me that it was in litigation concerning the $19,000 of the Morrill fund for that year and did not know when it would become available; that it had already spent the year's installment of the state fund for fuel and incidental expenses, and that no further money would be available from that fund until the first of the following April; that it had accepted plans for the Mechanics Arts building (now the automobile shop, and machine shop); that Professor A. R. Saunders was the architect and superintendent of that building; and that the contract had already been let for its construction.

I discovered that the Board had already begun to create a habit of allowing different members of the faculty to come before it whenever anything was wanted for their department, present their case orally, and everything and everybody being good-natured and pleasant all around, the request would be granted and a record would be made of the same. It was plain that "the first come first served" policy was in full force and effect and would soon jeopardize the available balance. Such a policy was natural and perhaps necessary or at least excusable during the interim in which they were without a president, but would create serious difficulty if continued. The natural result would be for members of the faculty to express their

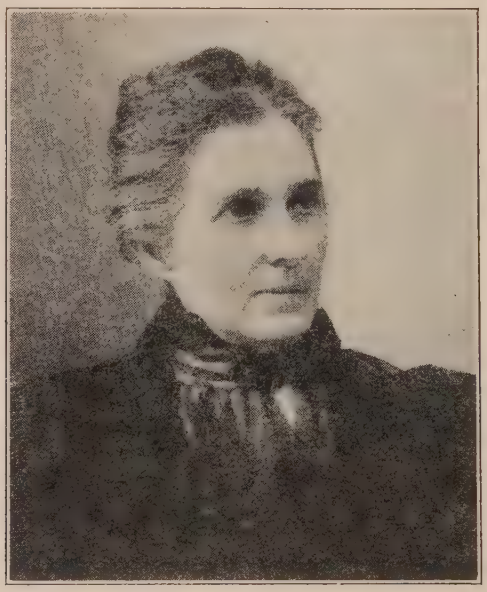
wants just as they arose, and the most eloquent would be best served and it was pretty sure that "the devil would take the hindermost." As soon as it could properly be done, this policy gave place to a budget system so that all needs of the various departments might come before the board at one time and be acted upon with some degree of fairness to all concerned, and with some reference to the whole amount of funds available during the year. I made the discovery also that the cash box kept in the business office was short some $250 and, in lieu of the cash, there was a memorandum of a nondescript obligation of some sort. I also discovered that my predecessor had lived in the dormitory and that he and some other faculty members were still indebted to a considerable extent for their board bills. I furthermore learned that the first president of the college still lived in town and apparently expected to continue to do so. After a day or two the members of the Board returned home and left me to meditate upon the situation as I found it.

One of the first things to be done was to find a house in which to live. That was by no means so easy as might be supposed. What we now call "College Hill" was an open bunchgrass common over which the town cow still roamed at will. Kindly disposed citizens hauled me from place to place about the town, especially on Methodist hill (South Side) to houses that were for rent—but really the places were impossible.

Finally a house better than could have been expected under the circumstances was obtained on

Sunnyside, which would be available in the month of October when my family should arrive.

As stated above the faculty was scattered far and wide in the summer vacation, so while we are awaiting for their arrival I will tell you about them as I later came to know them.



NANCY L. VAN DOREN

Of Mrs. Van Doren, sweet, intelligent, conscientious lady, whose life was a benediction to all the young women with whom she came in contact, I have already told you. She was preceptress, professor of English, and librarian. She was not a great scholar but she was a useful teacher and an inspiration to the young women. She lived in Ferry Hall in a suite of rooms provided for that purpose and was responsible for the young women who occupied the first and second floors, which

were "securely separated by a strong partition" from the third and fourth floors. One entered the third and fourth floors by a stairway from the east end and the first and second floors and dining hall basement from a door at the west end.

Charles V. Piper, professor of Botany and Zoology, was a tall young man (6 feet 3), unmarried, a graduate of the University of Washington, (a classmate of Professor Edmond Meany), who had been elected and had reported for duty in the previous December. Even then Professor Piper gave promise of the distinguished scientist which he afterwards became. But he was much like an unbroken colt rejoicing in his young strength and fullness of life, as a member of the little faculty. He was not a comfortable colt to break to harness, but as a worker, he was unsurpassed, and I do not believe the college has had his superior as a scientist. The fact that he had not come in touch with any large modern college or university—for the University of Washington was then very small and weak—had been a handicap to Professor Piper. He had, however, come in contact with a few men deeply imbued with the scientific spirit and acquainted with the scientific method among which was Professor O. B. Johnson of the University of Washington—a naturalist of rare ability. Piper had also spent two seasons with Doctor Henderson, a graduate of Cornell University, a contemporary of David Starr Jordan in that institution, in the Olympic Peninsula and the high Cascades, making, in triplicate, the splendid collection of the flora of the Pacific Northwest, one

set of which was exhibited at the Columbian Exposition and one set of which later came to the college. He had been a member of the young Naturalist club of Seattle, and had come into touch with Jordan and Gilbert during their early explorations of the fishes of the Northwest and he had become deeply imbued with the spirit of modern science and the scientific method. Of the technique of modern university organization and management Professor Piper was entirely ignorant.

Elton Fulmer, who had been elected professor of chemistry, geology and metallurgy, and who was on the ground and at work when I came, had taken both his B. A. and M. A. degrees from the University of Nebraska where he had specialized in chemistry under the distinguished Professor Nicholson of that department. He had been chemist of the Grand Island Nebraska sugar beet factory through two campaigns, and had been metallurgist of a gold mill in Arkansas one year, and at the time of his election, was an instructor in chemistry in the University of Nebraska. Professor Fulmer was an excellent chemist, a patient and tireless investigator, a good teacher and a wise and reliable member of the faculty. He had married Miss Helen Aughey, the daughter of a well known scientist of the day.

O. L. Waller had been chosen Professor of Mathematics and Civil Engineering. He was a native of Ohio, a first cousin of President William McKinley, and a sturdy representative of that Scotch-Irish pioneer stock with which the state of Ohio was so well supplied. For more than a third

of a century he has at this college demonstrated the reliable and staying qualities of his ancestry. Both he and his estimable wife were graduates of Hillsdale College, Michigan, and Mr. Waller had been graduated from the Law School of the University of Michigan and had been admitted to the bar in the state of Washington. He had for some years been superintendent of schools in a Michigan town and, for two or three years prior to his election at Pullman, had been superintendent of schools at Colfax, Washington, where he was engaged in building up a high school and graded school system. A year or two after entering on the duties of his department he did further specialized work in the Graduate School of Chicago University.

A. R. Saunders, M. E., had served as professor of mechanical engineering and physics already for a few months at this college. He was a native of the state of Maine, a graduate of the State College of Maine, (now the University of Maine). At the time of his election here he had been just entering on the profession of architecture in Tacoma. He was well grounded in the fundamentals of engineering and architecture, though he was lacking in some of the qualifications of a good departmental head. His assistant Fred T. Dow, M. S., was likewise a graduate of Maine State College, a young man well trained technically.

E. R. Lake, M. S., who had been professor of Horticulture, Botany and Forestry, from the very opening of the school and was now also professor of Agriculture, was a graduate of Michigan Agricultural College. He was well trained in botany

and had had excellent opportunities for the observation of the work in agriculture and horticulture at the Michigan Agricultural College. He was of an active, restless disposition forming many experimental projects quickly and as soon becoming satisfied in his own mind what the outcome was going to be, and then abandoning these for new and more attractive projects. He was an interesting classroom teacher, but non-cooperative as a faculty member. His assistant, Lyman C. Reed, styled "Assistant Professor of Horticulture" did not properly belong in a faculty, for he had had no training for such a position. He was, however, a very pleasing, kindly gentleman, capable of rendering good service in band and chorus music. He had undoubtedly been given his title in order that he might be paid from the experiment station fund but the real object of his employment was his musical services.

James Ferguson had the title "Professor of Stenography and Typewriting." When I modestly inquired of the board whether it was not quite unusual to assign a "professorship" to a teacher of these useful branches, I received the thoughtful answer, "Well, possibly it is. If you think best we can rearrange that for next year," and they did. Had I been as advanced in such matters as many of the present day, I might not have had the temerity to question the propriety of a "professorship" of stenography and typewriting. Mr. Ferguson was a tall handsome young man of pleasing personality, a graduate of a high school in Dublin,

Ireland. In later years he was graduated from Stanford University.

George H. Watt had been transferred by the new board from the chair of chemistry to the principalship of the preparatory department, as he did not desire to undertake the responsibilities for, and guidance of the chemistry for the experiment station. A few years later he was again transferred to his proper place as head of the department of pharmacy in which meanwhile he had been giving instruction, and for a great many years thereafter he rendered able service to that department and to the college. Mr. Watt had come to the college from the superintendency of the schools of North Yakima at the invitation of his fellow townsman, Regent Daniel Lesh, who had first offered him the chair of agriculture, which he had promptly declined. Professor Watt was a seasoned and excellent public school man, having taught in his native state of Ohio, in Oregon and in the state of Washington. He was also a college graduate in pharmacy. He was an exceedingly useful man in giving a sound preparatory foundation to those who were preparing themselves to enter the college.

Miss Annie Howard of Henderson, Kentucky, had been appointed his assistant in the preparatory department, and served the college usefully for several years, later being assistant professor of English. While serving in no official capacity in Ferry Hall, nevertheless, her fine personality made her especially helpful in connection with the young men of the hall. She was a friend on whom they

MISS ANNIE HOWARD

relied and to whom they looked for guidance in many things, particularly in the little social amenities of which they were ignorant and of a knowledge of which they stood sadly in need. On leaving this college she became dean of women in the University of Washington, where she rendered service for several years, and she has served in a like capacity in an eastern institution since leaving Washington. She now occupies a responsible position in the Cincinnati Conservatory of Music.

A Cosmopolitan Group

There were twelve members of the faculty in all, eight of whom, including the President, were in the college faculty and four in sub-collegiate work. All were young and enthusiastic. Five of them were also members of the experiment station staff. Their principal duties for some time would be in connection with that division of the institution. The states of Maine, Michigan, New York, Ohio, Indiana, Kentucky, Nebraska, Washington and Dakota, also Ireland, were represented on the faculty. On the board of regents, Maine, Massachusetts, Maryland, Missouri and Ohio were represented. In the local group of the town which had been so deeply interested in the location of the college at Pullman there were representatives from foreign lands—England, Ireland, Germany—and

in addition to these, native sons of California, Oregon and Washington and settlers from a wide range, particularly of the Mississippi valley states.

An illustration of the lack of homogeneity in the new state at that time may be gained from the enrollment in the county teachers' institute, which was in session in Pullman at the time of my arrival. In the enrollment of that institute there were twenty who were natives of Missouri, 20 of Oregon, 12 of Ohio. Iowa and Kansas had 10 each; seven were natives of Washington, and a like number of Minnesota and California; five each were from Illinois and Wisconsin, four each from Pennsylvania, Indiana, Nebraska, Tennessee and West Virginia; three were natives of Canada, two each of Arkansas, Maine, Montana, Michigan, Vermont and New Jersey; and one each of Alabama, North Dakota; Massachusetts, Nevada, Rhode Island and Utah—twenty-seven states in all, and one foreign country. Fifteen of the states represented were in the Mississippi valley, six in the far East and six in the far West. In point of numbers, the Mississippi valley was represented by 91, the far West by 38 and the far East by 12.

When christianity began its career there were present at Jerusalem Parthians, Medes, Elamites, and dwellers in Mesopotamia and Judea, in Lybia and in the parts about Cyrene. It was not an evil omen for the spread of Christianity that such was the case. It may not have been a bad omen for the development of the State College and the state of Washington that its citizenship and the teachers of its new college should have shown such a cross

section of the American population. The mass of the settlers and the children taught would undoubtedly be of similar origin, and the merging of all of these into a new statehood was a worthy task for the schools and the college.

It was not a sufficient cause for dismay at this juncture that the board of regents should have had such varied antecedents, regional, educational, and social.

It was not a sufficient cause for dismay that the little faculty should have sprung from such diverse sources, each bringing the traditions of his own college and his own personal experiences.

It was not a sufficient cause for dismay that the student body, without academic traditions or experience, without the training which well-established secondary schools could give, with the verve and abandon of frontier life, and with the brief and storm-tossed experience of the opening years, should have to be led into the quiet paths of academic life.

It was not a sufficient cause for dismay that a scattered population of settlers lately arrived from the four corners of the land should, just at this juncture, be in the midst of the financial panic of '93, filled with apprehension as to their own immediate future.

But it would have filled the soul of any man with deep dismay, had not the good Lord veiled the future from his eyes, to forsee the dramatic experiences which he was to face in the next five or six years, with its wide spread financial distress of the people of the state, its lack of adequate financial

and moral support for the college, its enmities, struggles and tragedies.

You may not be able to visualize the situation. A pioneer community which had been filled with high hopes, not always unselfish, the height of which can only be reached in such a community in a new land, sees its hopes dashed to the ground by the fight between the old board and the old administration with which it was in sympathy. It sees the panic coming on, threatening commercial disaster to the community and to their personal fortunes. The McConnell-Chambers Company and the Pullman Hardware Company, both large concerns, had already failed. The Pullman Mercantile Company was tottering to a fall. The Electric Light Plant had closed and the lights were out. The new board of regents had dropped many members of the faculty, and had announced a policy of retrenchment. It had complained that the campus was too small for the necessary buildings, to say nothing of athletic grounds and for the future expansion of the institution. The new board complained that the state had no title to the ground on which there had already been placed $20,000 worth of state property, and had declared that it would not expend a dollar until this condition was remedied. It evidently had suspected that the state was being made the victim of a real estate speculation. On the other hand, the citizens had suspected that the board of regents had an ulterior motive, namely, to rob the community of their college. The membership of the board denied this charge but the citizens believed it true.

A split in the local group was developing as personal disaster approached some of them. The stage was set for a drama such as is seldom seen in connection with the founding of an institution.

Dark Clouds Gather

In the calm before the storm, events at the college moved uneventfully. The first president still lingered in the community as though permanently, and was in the center of the storm movement; whether directing the storm or swept on by its force may never be fully known. Not long after the college opened I was startled by an unexpected inquiry from a gentleman of standing in the state.

"Would you be willing to recommend that Mr. Lilley be appointed as Director of the Experiment Station?"

"No. I am director and that is one of my most important duties."

"Well then, would you be willing to recommend him for a professorship or in some other capacity."

"There are no vacancies to be filled. Why do you ask?"

"I was requested to ask by a gentleman very high in authority in Olympia, who has the impression that Mr. Lilley was not fairly treated by the old Board and feels that his application should be fairly considered. However, this gentleman does not wish to dictate to you or the Board in any way and leaves full responsibility in the matter to yourself and the Board."

"Well, so far as I am concerned, I would be opposed to the appointment of Mr. Lilley in any capacity. Not that I have any personal antagonism toward him. I have heard Mr. Lilley's story and have had considerable sympathy for him. But as I now see it, the rehabilitation of the institution will at best be a matter of great difficulty. The past must be absolutely severed from the future, at whatever cost to individuals. For the past I am not responsible. I must have a free hand if I am to be responsible for the future."

I reported this to the board who sustained me fully and no further mention of the matter came to me from the capital. Soon after this, dark clouds began to gather in the already darkened sky.

While waiting for the storm to gather, I will mention some of the events of my first year under the new organization—the year 1893-4. The college was already a year and a half old and had had two presidents, a scandal, and a legislative investigation. Now it had its second board of regents and its third faculty. In the previous year, it had quite a body of students, nearly all preparatory even under the low entrance requirements. The year had ended with but few students, yet with some who would be classed as seniors, some as juniors, some sophomores, and some as freshmen. It had even graduated a senior, who had come from Dakota and been enrolled by President Lilley as a member of the senior class. But the outlook because of past troubles and antagonisms, and still more on account of impending financial disaster, was bad.

I remember a small incident which occurred several days before the opening of the term as I sat in my little 9 x 13 office in College hall, which explains in part the attraction which had led to such a miscellaneous attendance of the previous year. A rough and rugged farm boy appeared. I asked his name and inquired if he had been a student in the college during the last year and expressed the hope that he would be with us during the coming year, for the outlook for students was very poor. Yes, he had been a student last year, and he had just dropped in to find out "what inducement we had to offer for his coming this year." "Inducement", I exclaimed not too gently, remembering what the situation the last year had been. "Inducement! If an education is not sufficient inducement, then we have none to offer." Likely I was wrong. What the boy really wanted, perhaps, was to know whether he could find a chance to earn something to help himself; a chance to scrub, wash dishes, or peel potatoes; anything to earn his board. He was the advance guard of a new type of student.

The weather was hot, dry and dusty. On the much traveled roadway the fine dust would run in the ruts like red-hot ashes or molten lead. The little faculty was beginning to gather at the last moment—some of them *after* the last moment! The dormitory and dining hall were gotten ready, and a temporary plan of operating it was adopted. Efforts were being made to collect by mail the scattered arrears for the last year's boarding and to pay the proceeds to creditors who were no long-

er clamoring for it, for they themselves were now in the process of liquidation.

The Opening of the College in 1893

The date of opening had been fixed for the thirteenth of September. The twelfth had been announced for examinations, but these had hitherto been dispensed with as a superfluity, so no one appeared. Finally, the thirteenth arrived. Half of the second story of the wooden building called College hall, (in which all the class rooms, laboratories, library, and offices of the institution were gathered) was set apart as an assembly room seated with long recitation benches. On one side of the rooms was a little platform or stage and at the back folding doors opening into two large recitation rooms, so as to give greater space to the assembly hall. On that day there was no need to open the folding doors, for the room was almost empty. After a brief preliminary opening exercise the enrollment began. The total number present was 23. The adversity of the college had done its perfect work. After very careful personal inquiry into each case, it was decided that the best that could be done was to prepare a class for graduation four years later—and the first class did graduate in 1897. However, as there was some difference in maturity, ability, past schooling and experience of the students to be taken into consideration, it was wise not to make too great a jar.

We temporarily enrolled three as sophomores and four as freshmen, and the remainder as pre-

paratory students. By the end of the year, there were four sophomores, and seven freshmen—eleven collegiate students in all—eventually to be merged into a single class, the class of '97. A total of 110 was enrolled in that entire year. It was a shock to some students expecting to be classified as juniors or seniors to be told that they would be freshmen; but we attempted to lighten up their doleful countenances by telling them that they would not be put back in anything, that they would not be required to repeat subjects on which they had already passed, but that they would go right forward (for they were good and promising young people), and that the only question was that of the name of the class. We would now call them freshmen; if their work justified it, they would be graduated with the class of '97.

There was ample room in the dormitory for all. All were now required to pay a small room rental —seven dollars for the first term, five for the second, and five for the third—seventeen dollars a year, including heat and light. It was to me a source of anxiety that we had almost as many faculty members in the dormitory as students, an objectionable feature which was remedied at the earliest possible date.

On the opening day of the session Regent Stearns called up by long distance phone.

"President Bryan, how many students did you enroll to-day?"

"Twenty-three."

"What did you say? There is something the matter with this phone. (shaking it) There, I

asked how many students did you enroll to-day?"

"As I said, Mr. Stearns, twenty-three."

"The very ——— ———!" (Mr. Stearns was always very picturesque in his language).

"Yes, Mr. Stearns, that seems a small number. But it is raining to-day. Perhaps we will have a larger number when the sun shines."

But the sun didn't shine! The effect upon the local community could only be guessed at but it did not dispel the gloom. Very quietly however, the work proceeded and the disappointment of a lower classification of students gradually subsided, and a more cheerful feeling pervaded the town.

The Destruction of Crops in '93

On the very day of the opening, the hot, dry spell gave way to a general rain. Very refreshing indeed was this to a newcomer to have cool weather and a clear atmosphere, and even the farmers accepted with equanimity the pause in the harvest which had just gotten well started. However, this rain was followed by another and all work was stopped. Day after day, week after week, as had never happened before, intermittent rains continued. After a few days of clear weather, work would start again only to be stopped by another shower. Grain sacks lying in the field burst with swollen wheat; stacks of headed grain were soaked through and through and spoiling; standing grain was bleaching and becoming worthless; the expense account of the farmer was mounting day by day and the price of wheat sinking lower

and lower—now 35 cents a bushel, now 32, now 30, now no sale at all.

To understand the effect of this disaster, it must be explained to those of a later day that under the wheat growing system of that day, with vast areas of spring grain, the harvest began late—from the middle of August to the first of September. The grain was cut with a header, which clipped the upper half or third of the standing grain, ran it into header beds as they were driven along side of the header, hauled away and stacked in long loose stacks to await the thresher. This threshed grain was put into two-bushel manila bags, and these were piled in great piles to be hauled away later after the harvesting was over to the warehouses or platforms along the newly built Northern Pacific or Union Pacific railway lines.

The grain must be very ripe and dry when cut, which made harvest later. The rains did not usually come until October, and it had been with perfect safety hitherto that the stacks of headed grain and piles of sacks had remained in the field. But now the crop was being ruined more and more every day. The rains continued until the snow came and some harvesting and threshing were done as late as Christmas and even after that date, and some was never done. With bankruptcy staring them in the face, both from this and from the great financial panic, the gloom in the community increased. The little group of teachers and students at the college claimed very little of the public attention—every man was too deeply concerned with his own impending fate.

Meanwhile there was ample time to face the problem presented by a new type of college in a new state and under new and strange conditions. What were the sources from which light might be thrown upon the subject, and what were the determining factors in the solution of the problem?

I can answer partially from my own experience. Apart from the general conception of the character and methods and purposes of higher education, I had personally come under certain influences and certain very definite tendencies which had affected my own point of view. A graduate of a conservative university of the classical type, I had been particularly interested in two of the modern tendencies of the day. First was that of academic freedom as advocated by President Charles W. Elliott of Harvard University—a tendency which had been strengthened by my residence in the graduate school of that institution. Second, which was like unto the first, was the doctrine that the exercise of this academic freedom should be, not by a miscellaneous choice of subjects, but by the choice of a definite field of scholarship, which should be pursued exhaustively, and to the point of efficiency in that field, as this principle had been advocated by Andrew D. White of Cornell University—one of the great land grant universities. This second tendency had affected me strongly through contact with David Starr Jordan, (himself a disciple of Andrew D. White) during his career as president of the Indiana University, (my Alma Mater) and in his further exposition of the theory in the early years of Stanford University. The doctrine of the

narrow classical curriculum, and the doctrines of "discipline" and "culture" through it, together with a smattering of a book knowledge of all the sciences still dominated nearly all American colleges and universities. In addition to the two foregoing tendencies I had the example of the theory and practice of the land grant colleges and universities as exemplified in the best of them, as for example Illinois and Wisconsin and Purdue. I had also a careful analysis of both the state and national laws, as the most important guide of all.

I was particularly convinced in my own mind, and in this conviction most of my colleagues shared, that the betterment of the industrial classes, through anything which *colleges* could do for them was to be accomplished by a program of study founded upon science and technology and based upon preparation quite equal to that, though of different character, which was standard in the state universities. I particularly rejected the theory and practice of some of the weaker separate land grant colleges. At the same time the entrance to the freshman class should be measured rather by ability to do the assigned work than by the number of books of Caesar or Virgil read by the candidate. While the requirements in knowledge, in ability to think, and in habits of study should be equal to those of the standard college, the particular preparatory subjects required need not, and, in fact, should not be the same. The preparatory subjects should lean rather to the scientific and technical basis than to the literary and classical basis.

Some of the separate land grant colleges had adopted the policy of low entrance and graduation requirements. Even those who professed to believe in the necessity of a scientific basis for agriculture were satisfied to offer to college classes a smattering of so-called science such as the learning of text books, of "14 weeks in chemistry," "14 weeks in physics," 14 weeks in botany," and the like. I was deeply convinced that such a policy would not only be futile, but fatal. It would offer no help to agriculture or to other industrial pursuits. It would be but a smattering of names and classifications and definitions which would have the form of knowledge but lack the power thereof. We held that such a smattering of science would be futile and would lead the student into outer darkness. So it was determined, with the full approval of the little faculty, that the entrance requirements of the freshman class should be placed on the *standard* basis as soon as that could wisely be done.

But we had a condition and not a theory to face. In the state there were but three or four high schools claiming a standard basis of four-year high school work and a few academies, the latter placing the whole emphasis of preparatory work upon Latin and Greek. While the classics might cultivate habits of study they also had a tendency to lead the student from, rather than to, the scientific and technical curricula. Therefore, if we depended upon the secondary schools of the Northwest, we should go without students. Therefore we must make our own freshmen. To do so for the type

of institution which we were now to create we could not depend upon the classics as the key subjects for entrance. We must rather depend upon the mathematics and the elementary sciences, especially upon physics and biology, with the addition of proper courses in English, History, and so on.

We must face the conditions of a pioneer region in which there were many young men and women of considerable maturity, many of them with teaching experience, but with very irregular records of the work which they could present or the examinations which they were prepared to pass. For our own guidance, however, we did for some time depend considerably upon entrance examinations. We accepted also teacher's certificates and the credits obtained therein from the state examinations. In many cases the ability of the student was far beyond any showing which he could make of technical credits.

Very important too was the system of departmental organization and departmental election on the part of the student which we established. Everyone must be a student of some department—a system altogether in contrast with the traditional plan of "Classical", "Scientific" and "English" courses in vogue at that period. A student should select some particular department and from one-fourth to one-third of his studies should be concentrated upon the major work of that department. Ample facility was allowed for transfer to a different department during the freshman or even the sophomore year, if the student found himself unfitted for his first choice. Such changes

would, of course, be accompanied by a certain loss of credits or rather by the necessity of a larger number of credits for graduation. Believing as we did in a strong liberal arts element in every college course, students in every department were required to have not less than two years of a foreign language, not less than two years of English, at least one year of social science and two or more of the natural or physical sciences. The several departments were so organized that the line of cleavage might readily permit sub-divisions without jar as the college grew in size and the demand for subdivisions arose. For example, botany and zoology were at first classed together; mathematics and civil engineering; and so on.

So far as our conclusion as to the purposes and ends of the college were concerned, our chapter on "How It Came to Pass" gives a full exposition of our interpretation of the national legislation which had preceded that date, and the chapters on "The Organic Act" and the amended charter give a similar exposition or interpretation of the state legislation of 1890 and 1891. A college of science and technology, shot through and through with the spirit of the liberal arts was the aim, alike of the national and state legislation and of this institution, and to accomplish this our standards of admission and graduation were made comparable in all respects to those of the state universities. With the conditions to be faced and with the situation as it then existed throughout the United States, this ideal met with fair success.

Within a reasonable time, in the organization of the faculty for work, similar progressive policies were established. In the early nineties most colleges and universities throughout the United States still held to the old system of faculty organization and faculty discipline, the President being merely the chairman of the faculty and the executive department being as yet undeveloped. Eliot of Harvard, Angell of Michigan, Northrup of Minnesota, Jordan of Stanford and a few such had led the way to the development of a distinct executive department with a corresponding division of labor. At this college, standing faculty committees were organized with specific duties, the chairman of each committee being charged with large responsibilities and being always in close and constant touch with the president. General faculty meetings were less frequent and were more general in their function. Changes in the curricula, when adopted, were in the form of recommendations to the Board of Regents and required the approval of that body. The importance of the departmental head was fully recognized and emphasized and in due time the title and function of "Head of the Department" was formally established by Board action. To him the student looked for advice in his major and minor subjects and in meeting the general requirements for graduation.

Thus it came to pass that in the form of faculty organization, in the adoption of a departmental system and departmental election, in the requirements for admission based on ability to do

the work rather than on the completion of translation of so many books of the classics, in the development of the laboratory system, in the adoption of science and technology as the basis of college achievement, the State College of Washington took an advanced position among the higher institutions of the Pacific Northwest, and indeed among the separate land grant colleges of the United States, (that is to say those that were not identical with the state universities of the several states.)

It was our conviction that the most profound study of the sciences related to agriculture and the mechanic arts and not merely a superficial knowledge of text books relating thereto would in the end be remedial to the great basic industries. It was our belief that it was useless to put the farm boy to labor tasks with which he was already familiar and that congress never contemplated such a system, but that it had aimed at the development of those sciences and at the development of trained leadership in industry. For the persistent pursuit of this policy we were frequently and severely criticised for years. We were charged with "attempting to make a university," with being "ashamed to teach agriculture," and with like frivolous complaints, usually emphasized by such epithets as "cow college", "hay seeds", "aggies", etc.

Time and the experience of every land grant institution in the country have justified our early analysis and policies. It was our early determination not to conduct the college on a low plane corresponding in academic advancement to the high

schools, but upon a high plane comparable to the standard colleges and universities of the United States. But to do that, it was necessary temporarily to do the preparatory training also, for there were few high schools that could do it, and none of these would direct their efforts especially to that end. Fortunately enough the law itself had made provision for a "department of elementary science" in which this could be done.

Engineering Courses Popular

It became apparent at once that the tendency toward the technical subjects of engineering was strong and that it would require more time, patience and effort to bring an interest in the instruction in agriculture up to its proper place. The major effort of the faculty in agriculture for a time must be along experimentation and extension lines. In the early stages of the reorganization the chief effort must be given to the development in the minds of the members of the Board of Regents of an ideal to be aimed at, and to the unification in purpose and spirit of that little faculty coming, as it did, from such diverse sources, and with such diverse experiences, and to the development of a clear-cut conception of what the college should be and how that conception was to be realized. The faculty was to be built up around such a core as Piper, Waller, Fulmer, Spillman and Nelson. It must attain a solidarity through which our aspirations might be fully realized.

It was fortunate indeed that the office of president of the college and director of experiment sta-

tion were held by one and the same person. For thus, one source of disintegration might be avoided. It would be in no danger of having a house divided against itself. Fortunately, too, the experimental work could begin and did begin at once. Thus the autumn of 1893 wore away "amid the encircling gloom" both physical and psychological. The mechanical shop building was under construction, Professor Saunders being architect and superintendent. The contract for the Administration building had been let, the present location decided upon and the construction of the foundation had been begun in the fall.

At the time of my arrival in Pullman, about September 1, 1893, the old Ferry Hall stood where Ferry now stands, Old College Hall (the wooden building) occupied the present site of Science Hall, and the excavation had begun for the Mechanic shops where they now stand. The Administration building had not been located. We then proceeded to mark out the first quadrangle, sometimes spoken of as "the old quad." It was established with the boys' dormitory as its southern boundary, the old frame college marked its eastern boundary, the new Administration building was located so as to mark its western boundary, and the present site of Stevens adopted for the future girls' dormitory. The principle adopted in locating the buildings was that they should be as near to each other as possible for efficient operation, yet far enough apart to reduce fire hazard. The north and south axis was a necessity of the topography and the architectural effect of the buildings—for

it was evident that the departmental system would mean departmental buildings—would depend upon the mass effect of the group. The site for the Administration building was determined upon advisedly and the location of later quadrangles deferred to a later date. The contract for the new building was let and construction pushed as long as weather conditions permitted. Such other business was transacted by the board as seemed immediately pressing.

The new administration was under observation from a distance, both from the educational and the constructional point of view. The pitiful attendance at the school, and the slow work on the buildings caused by bad weather and scarce money were both subjects of criticism. Suspicion and doubt prevailed. A member of the faculty who had gone through the previous trials some years afterwards said to me, "I was among the doubters. We had had two presidents in the first eighteen months. I gave you just six months to run your course." Things weren't going well with the construction of the mechanical shops. The contractor lacked money and the warrants issued came through slowly. He couldn't pay his freight bills, and Professor Saunders had quietly advanced money out of his own pocket in order that the work might not be retarded. The winter was closing in and workmen were quitting.

A Struggle to Regain Control

Just before the Christmas holidays a member of the faculty who had been through the old regime

intimated to Professor Waller that trouble was brewing down town—that there were now two parties there, one for and one against the college administration; in fact, that an earthquake was soon to occur; and that even within the faculty there were signs of disturbance. With a little encouragement this faculty member gave me the outlines of the story.

A certain group had determined to overthrow the present Board, as the old Board had been overthrown. This conclusion had been reached after it had become definitely known that the first president would not again be employed in any capacity. A member of this group had told our informant confidentially that they had something on the new Board—also that crooked work was being done on the new building of the shops; that a certain professor was involved in this and had been known to receive money from the contractor; that they "had strings on the governor" and that the volcano was soon to erupt. From such outlines of the case as I could gather I saw that the situation was really dangerous, and that there was such a mingling of the true and the false in the scheme as to create a serious menace.

Shortly after this I went during the Christmas vacation to attend the meeting of the state educational association. It met that year in the city of North Yakima and was attended by about twenty-five members, most of whom were superintendents of schools. Frank J. Barnard, superintendent of Seattle, was the presiding officer. This meet-

ing did not afford much encouragement as to the educational outlook in the state.

On my return via Spokane I saw in the paper that Governor John H. McGraw had been to Pullman during my absence to investigate the college. I surmised at once that this was in some way connected with the conspiracy of which I had received an intimation. The governor had evidently been called as soon as I left. Surmising that he would be in Spokane on his way back I judged that he would probably be there that very day. In the Spokane hotel I noticed a gentleman in the lobby that I judged was the governor and asked the clerk if it was and was assured that it was Governor McGraw. Stepping up to him I said, "Is this Governor McGraw?"

"Yes, sir."

"I am Mr. Bryan, the new president of the agricultural college at Pullman. I should like to have an interview with you if it is convenient."

"And I should like to have a conference with you. Let us go to my room where we may be alone," replied the governor.

We retired to his room and were closeted there for some two hours. He stated that he had been called to Pullman by a group of men, some of them in Olympia, some in Pullman; that he had met this group in conference, and no others, except Professor Saunders who was architect and superintendent of the mechanical shops; that he had visited the new shops under construction, also my office; that there had been placed in his hands, unsigned, an elaborate set of charges against the

present board of regents and against Professor Saunders and these charges were of sufficient and serious character, that, if established, he would remove the board and appoint others in their place.

He stated further that he would presently send a lawyer in whom he had entire confidence, to hold a hearing and to investigate the truth or falsity of the charges; that, prior to their appointment, he had had every reason to believe that the persons appointed were worthy of his confidence, but that this would not protect them if they had proved false to the trust. He stated further that he had already investigated one of the charges and had found that it was wrong. They had declared to him that the shops were not being built according to the plans and specifications, and that Professor Saunders, the architect, to their certain knowledge, had received money from the contractor and that this could be established through the bank. They evidently believed that the plans and specifications had been stolen—and so they had—but fortunately Saunders was able to supply the governor with both plans and specifications and the governor after a personal examination of the work found that the materials and work were as specified. He also learned to his satisfaction that the money which Saunders had received through the bank from the contractor was the return of that which he had personally advanced to the contractor with which to pay the freight.

I was convinced from my interview with the governor that he was an honest man and one "who would by no means clear the guilty," and

that he would not suffer the innocent to go without protection. "I am afraid" said he "that the men bringing the charges are determined to rule or ruin. If I should be convinced of the latter I will afford the college every protection in my power. On the other hand, if the Board is guilty of the things charged I will remove the members and appoint other men."

Suffice it to say that an able lawyer from Seattle was sent. The Board of Regents demanded that the charges be signed before an answer would be made to them, those served upon them having been anonymous. The judge sustained this demand and called upon those making the charges to sign them. The Pullman group refused, claiming that the Olympia group was to sign. The Olympia group claimed that they had received the data from the Pullman group and that it was to sign. Neither would or did sign, although acknowledging a responsibility for making the charges.

A public meeting was held in the lobby of the old Palace Hotel at which townspeople were present. Charges and countercharges were flung across the room, but no one became responsible for the truth of the charges; so after two or three days, the judge who had been authorized to conduct the hearing returned to Olympia to make his report to the governor. Meanwhile he had thoroughly satisfied himself unofficially that the charges against the Board of Regents were without foundation.

A little incident which occurred on my return after the interview with the governor at Spokane

revealed the methods which had been used in getting the data. It was clearly evident that the group had had access to the records and vouchers and correspondence in my office, for accurate quotations had been made in many places, both as to facts and figures. This gave an air of authenticity to the charges. The data could only have been gotten through the connivance of my clerk. Right at the outset I had informed the clerk that I would retain him for the present, and had stated that if at any time I decided to make any change I would notify him thirty days in advance. On entering my office the following conversation took place much to my surprise.

"Mr. G., the governor was in my office while I was away?"

Mr. G. (evidently disturbed) "Yes sir."

"What did the governor want? What did he ask for?"

Mr. G. (greatly disturbed) "I decline to answer."

"But what information was he seeking? What data did he desire to get?"

"I decline to answer."

"Mr. G., I told you at the beginning that in case I desired to dispense with your services I would give you thirty days' notice. I give you that notice now." I regretted then that I had promised to give any notice. The next day I received a wire from the governor saying, "If Mr. G. was removed because of anything which occurred while I was in the office, I hope you will reinstate him." To this I replied, "Mr. G. was not removed because

of anything which occurred while you were in my office," and he remained discharged.

The anonymous charges which had been laid before the governor had been prepared in a spectacular manner evidently for newspaper publication to sustain the governor's action in case he had been convinced that the members should be removed. In substance they were flimsy and were easily disproved. The board members were alleged, in brief, to have overcharged in their expense accounts for their time and expenses, during the many meetings which they had held in the six months since their appointment. The figures were alleged to have been taken from vouchers and records, and the voucher numbers were given correctly and the figures stated correctly, giving to the charges an air of genuineness and authenticity which would carry great weight. The overcharges according to the document were for overtime and traveling expenses that had aggregated during the period of six months some $75 or $80 each. As a matter of fact there had been no such overcharge.

The report of the judge sent to conduct the hearing thoroughly convinced the governor of the reliability of the board and of the falsity of the charges which had been made; so from that time to the end of his term he was a staunch supporter of the college—even to his own political hurt. It is an interesting fact that in this period of the long, drawnout fight to regain control of the college no word of attack, so far as I have ever known, was made against me. The assumption undoubtedly was that I "did not count."

The incidents set forth in the foregoing story were the beginning of a prolonged feud which left a root of bitterness for many years thereafter. It had split the group of men who had worked so hard together for the location of the college into two distinct groups. Judge Neill, Mr. Letterman and Dr. Webb had remained throughout loyal to the college and to the welfare of the institution under whatever management.* Above all others they had been instrumental in its location and they were unwilling to jeopardize its future by entering into any private or personal quarrels or conspiracies.

The greater part of the community, after the hearing which was held in the lobby of the old Palace Hotel, remained entirely loyal to the college. But the distressing local fight continued with unabated bitterness for a long time. The nervous stress occasioned by this conflict undoubtedly contributed to the untimely death of Dr. Webb. The fight invaded homes and upset domestic and social relationships. It entered into the business relationship, and even into the local government of the town in a way that it is difficult for one not familiar with the facts and conditions to even conceive of. There was an attempt to throttle the press unless it should join the attacking party, which it refused to do. Throughout all this (and it lasted for some years)

*When Judge Tallman, who had been commissioned by Governor McGraw to conduct a hearing, arrived in Pullman, a number of Pullman citizens headed by L. M. Ringer, one of the most highly respected citizens of Whitman County, and W. L. LaFollette, afterward congressman, and others appeared before the board and declared that the citizens generally knew nothing of such charges having been prepared and condemned the methods that had been used in the preparation and presentation of the charges.

there was one very useful result. It created a solidarity within the little faculty and a unity of spirit among its members which carried the college through those fiery trials. It also identified the college in spirit with the greater and better portion of the local community. In the memory of the struggle of those early years of the college, one calls to mind the words of Virgil when describing the struggles of Aeneas to found Rome: "Of so great a difficulty was it to found the Roman race."

I regret to unveil this dark picture to later generations, but the difficulties and dangers are understated rather than overstated. One in the midst of such trials might well long to quit, but to quit is to fail. That long winter was by no means the end of the conflict as we shall see. It was a long drawnout and bitter struggle toward an ideal—a struggle in which loyalty to a cause was the most precious of all possessions.

A Brighter Day Begins to Dawn

Meanwhile the college on the hill was slowly but surely developing. There were no traditions either good or bad. There were no upperclassmen. The faculty had to assume the role of upperclassmen. There were no freshmen and sophomore fights, for freshmen were the whole thing—except the preps who were more numerous than the collegians. If we could see a movie of the beginning we would laugh, but we ought not to laugh. There and then the real foundation was being laid. The day of small things is after all the day of great things. The strength and force

of after years finds their explanation in the constructive policies and vitality of former years. The routine went on from day to day. A committee to manage the common dining hall and to keep it economical and sound financially and wholesome physiologically succeeded admirably, and this contributed much to the increase in the number of students enrolled, as well as to the health of those who were here. Board averaged not far from $10 per month, and the room rental was $17 per year.

Literary societies were organized and did excellent work. The Columbian, and not long after, the Washington Literary Society, were organized. Athletics were active, as we shall see later. The Mechanical building was being completed, the woodworking, blacksmithing and machine shops transferred to it, and the old shop building transformed into our first gymnasium. The new shops were filled with an enthusiastic group of students, for engineering was making a strong appeal to the men of the college. A museum was started. The president of the Board of Regents, Charles R. Conner, had been sent in the early fall to the Chicago exposition and had there obtained from the Washington Commission, and from the commissions of other states two car loads of museum specimens—many of them excellent, including mineral exhibits of importance, zoological specimens, and the splendid plant collection which forms the basis of our great herbarium. After the Administration building was completed the fourth story was set apart for purposes of a museum, and was filled with this collection under the indefatigable efforts

of Professor Charles V. Piper. In 1900 after Science Hall had been built the museum was placed there.

The Administration building, begun in the fall of 1893, was finished in the fall of 1894. Originally the plans called for a Tenino sandstone outer wall for the basement story. The contractor, who was interested in a granite quarry near Spokane, and had a large amount of cut granite on hand proffered to substitute granite for the sandstone without additional cost and the proffer was gladly accepted by the board of regents. The common brick used in the building were made on the ground, the clay being taken from just back of the place where Stevens Hall now stands. The clay pit was made into an artistic sunken garden, and continued as such for some years. Later still it was filled in again so as to make a pretty, grassy slope.

The College Regains the Morrill Fund

The case of Stearns vs. Smith for the possession of the Morrill fund dragged on to the summer of 1894 when it was decided in favor of Stearns—thus easing up the financial stress. Professor E. R. Lake, who was non-cooperative, and was affiliated more or less with the antagonistic local group, was retired and a new head for the department of agriculture was sought for. It was a hard place to fill—especially in this remote region. There were then two types available for the chair of agriculture—a professor of some basic science, e. g., chemistry, botany, or the like, who knew much science

ADMINISTRATION BUILDING IN 1894

and no agriculture, or the empirical farmer who knew much agriculture but no science. Neither would fit the job. W. J. Spillman had been a member of my faculty at Vincennes for two years, teaching science. He was intelligent, inventive, aggressive and well trained in the primary sciences and in the scientific method. He had grown up on a farm in southwest Missouri, and had attended and been graduated from the University of Missouri. He was of the same vintage as Henry Waters (later president of the Kansas Agricultural College) and of Doctor Galloway, for so many years head of the bureau of plant industry in the U. S. Department of Agriculture. Spillman was not a graduate of the department of agriculture, though he was well grounded in many of the things fundamental to agricultural science.

He was bubbling over with enthusiasm, was a good teacher, and could gather knowledge as rapidly as any man I ever knew. And he had a wife who was only second to himself in enthusiasms. He was at that time in Oregon. Lake having been dropped, Spillman was invited to become head of the department of agriculture. Incidentally, I may remark here, that he was followed from Oregon by D. A. Brodie, Byron Hunter, and A. D. E. Elmer, who thus furnished a strong basis for the beginning of an agricultural class. Both Brodie and Hunter have for the last twenty-five years, or nearly that entire period, been extremely useful men in the U. S. Department of Agriculture, and Elmer has been a botanical collector in the Philippine Islands. Spillman entered upon his duties in the de-

partment in the spring of 1894 with great enthusiasm.

For the headship of the Department of Horticulture, Mr. J. A. Balmer, a Scotch-Englishman, was called. He was a man of lifelong experience in horticulture, as his ancestors for generations before him had been in the old country. He was skilful, especially in floriculture and in landscape gardening. He was well-grounded in tree culture, though unacquainted with the West coast orchard practice of that date. He was empirically very strong, though he had no basis in the fundamental sciences. Up to that time he had never made a lecture in his life. He developed a remarkable skill in lecturing to farmers' institutes, largely because "he knew his stuff."

It was Balmer who laid the foundation of the campus development and plantations, though his predecessor Lake had made the splendid collection of trees and plants for the tree nursery rows and had brought the young stuff through its first year. Lake had also planted an orchard. Balmer's contribution to the development of horticulture—especially to the orchard fruits of the Northwest—was of great importance during the nineties. The "old quad" was graded and made into a lawn under his administration; the main plantations of trees were also made on various parts of the campus and a large greenhouse was constructed where the Veterinary building now stands.

The next member of the faculty to be added was George E. Stockle, second lieutenant, 10th cavalry U. S. A., who reported for duty in 1894.

There was a voluntary military organization already in existence when Lieutenant Stockle became commandant. It had been provided with the old-fashioned muzzle-loading army musket which would have been about as dangerous to the person carrying it as to the enemy. The company had already provided itself with the gray cadet uniform, which for several years was used on the campus. The Morrill act required that the colleges which were beneficiaries of that act should give instruction in military science and tactics. The State College has from the beginning carried out the letter and spirit of that great act and has made military science and tactics compulsory for all male students. In February, 1894, C. A. Fletcher, B. S., of the University of Nebraska, was appointed instructor in chemistry, a sugar beet campaign and a campaign of soil analysis having been undertaken by that department. Very general interest throughout the state was exhibited in these two campaigns of experimental work.

The legislature of 1893 had appropriated the sum of $1500 for a sewer system. By request of the Board of Regents plans and specifications were prepared by Professor O. L. Waller, head of the department of mathematics and civil engineering, and the system was constructed during the summer of 1894. It consisted of septic tank, automatic syphon, filter beds of sand and gravel and an intermittent sub-irrigation system for disposal of the sewage water on the front campus. Owing to the impervious nature of the soil, the last-mentioned part of the system was not completely sat-

isfactory, but it continued in use until a more complete system was established a few years later.

As the first year under the new organization neared its close it was apparent that both student body and faculty were acquiring steadiness and increasing confidence, and the advent of the new professors of agriculture and horticulture was encouraging both to the college of instruction and the experiment station. To strengthen the *esprit de corps* within the student body, a graduating exercise of the senior preparatory class was held, and the year was closed with as much eclat as possible, including competitive drills of the cadets and an oration by Regent Blandford, whose oratorical ability was recognized throughout the state. The work on the Administration building proceeded slowly throughout the summer of 1894 and the building was not ready for occupancy until January 1, 1895. It was completed within the appropriation of $50,000.

While there was not a crop failure in the year 1894, nevertheless the severity of the previous year's financial panic was felt with increasing force throughout the Northwest. Besides, the price of wheat declined still further until it reached the point where thousands of bushels were sold as low as 18 cents per bushel, which was much less than the cost of production. The price of horses, cattle and hogs and all products continued to fall lower and lower and the financial distress increased greatly. Many farmers begged their creditors to accept their land and release them from further obligation, but this was in most cases refused.

Populism had become rampant and Coxey's army had begun its march from the Pacific coast to Washington, D. C. The outcry against taxes was loud and long, the fall elections were coming on and a radical element was actively seeking control. Nevertheless the fall semester (we had changed from the three term to the two semester system) opened more hopefully. In deference to the harvesting system of the region, the opening of the college year was placed very late in September. Even then some students were late in entering, but we took them when they came.

The case of Stearns vs. Smith for the possession of the 1893 Morrill fund having now been settled in favor of the college, the financial stress was not quite so great, though the impossibly small contingent fund gave us trouble and the remnants of the old deficiencies for which the previous legislature had not made adequate provision still hung over us like a pall. These must necessarily be included in the budget to be presented to the incoming legislature, which was to meet in January, 1895. Architect Preusse had presented to the board a claim for $6875, the plan for the building which in a previous chapter we described as "The Castle." The Board had compromised this claim for $3500, but as the deficiency appropriation made in 1893 was too small, this claim must come before the 1895 legislature. The Preusse claim was technically perfect as the minutes showed that he had been employed as architect, and that his plan had been accepted and that he was entitled to pay for the plans and specifications only.

The Board of Regents had also determined that if possible it would secure an appropriation for a dormitory for women. Though we had got along thus far without any untoward circumstances with both men and women in Ferry hall, there was constant apprehension. The Board had also determined to place the heating plant on the railway track at the foot of the hill and to bore an artesian well there. Additional farm buildings and a dairy plant were deemed essential to our development in agriculture, and a larger contingent fund was an absolute necessity.

The regents appointed by Governor McGraw had not as yet been confirmed, and the animosity stirred up by the violent attacks of the previous winter had not yet wholly subsided. Members of the Board did not wish to be present in Olympia during the session, that it might not be charged that they were there to secure their own confirmation by the senate. It therefore fell to my lot to represent the vital interests of the college at Olympia during the legislative session of '95. This was my first legislative experience. At that time the legislature met in the old two-story wooden shack which stood on the site of the present capital grounds. It was almost as much as a man's life was worth to be a member of the legislature under the old conditions. The rooms were heated by stoves and there was no provision for ventilation. A senatorial fight occupied the center of the stage. Next in importance to the senatorial fight was the railway freight fight, in which the wheat belt was seeking to lower the freight rates to tide water. A

third war was the struggle over the location of the state capital, that matter not yet having been settled. Olympia was willing almost to stake her soul upon retaining the capital. Had it not been for the bitter jealousies between Seattle and Tacoma, in all probability the capital would have been removed to some other part. A strong radical minority had its mind filled with schemes of reduced appropriations, deficiency judgment legislation, and the like. I do not recall how many days I spent at Olympia during that session. It is sufficient to say that the regents were confirmed with little opposition, largely because of the legislative confidence in Governor John H. McGraw and of his confidence in the integrity and honesty of the regents whom he had appointed. I remember how greatly I was personally pleased when Governor McGraw said to me, "Mr Bryan, if you had succeeded as well in rehabilitating the college in four years as you have in two years, I should have been more than satisfied."

The legislature was unanimously and absolutely determined on one point, namely, that no money should be appropriated for buildings, for the public was clamoring loudly against appropriations and for the reduction of taxation. It was trimming all demands closely, a strong minority leaving no point of attack on this score unoccupied. Nevertheless, we were making good headway with all of the appropriations except for the dormitory for women. To this demand the committee said no. We persisted gently but steadily. R. C. McCroskey—who was widely and favor-

ably known, and, though a democrat, was a good friend of Governor McGraw—very kindly came to Olympia to help out. We had made as good a case as we could before the senate committee, but it seemed hopeless.

The evening when the fate of the bill was to be determined Mr. McCroskey went before the senate committee, of which Senator Ide of Spokane was chairman, while I nervously paced the hotel lobby until a late hour at night hoping against hope. When at last I could stand it no longer I sought the committee room in the hotel and was admitted. I again made the best plea I could and a little later was delighted when the committee agreed to recommend an appropriation of $20,000 for a girls' dormitory at the State College.

Mr. McCroskey, who remained with the committee after I left, was present when the vote was taken. He later told us that a member who had hitherto opposed the appropriation very strongly made the motion, which was adopted unanimously. I am quite certain, however, that the influence of Senator Oliver Hall of Whitman county was the highly important factor in the final determination. Appropriations of $25,000 for maintenance and $44,000 for betterment (which included $2,500 for the Puyallup station) were made, in addition to which about $8,000 was appropriated for old deficiencies. This sum may seem very insignificant, but it was very significant when viewed in the light of the previous support which Washington had given to higher education prior to statehood and in the light of

College Farm and Dairy—1895

the internal troubles through which the college had passed, not to mention hard times.

The college was now about to enter upon a better period. Within a month after the adjournment of the legislature, plans had been adopted for the construction of the new hall for women, for all the details had been well worked out before the end of the session. T. Josehans of Seattle, who had been one of the architects of the Administration building, was the architect for this building. During the following summer it was built. The dairy manufacturing plant likewise was built on the spot where the old cattle barn now stands. A heating and lighting plant was built on the Northern Pacific railway spur at the foot of the hill and an artesian well bored there. The stack which is now called the "totem pole" was the chimney for this heat and light plant. The heat and light were carried to the building underground in split sewer tile insulated with planer chips, which did not prove as satisfactory as the tunnels of a later period have proved to be.

Ten acres were added to the front part of the campus at a cost of $4,000. The Puyallup station bought for $2,500 a 20-acre tract. At the same time forty acres were presented to the college for an experiment station by Denman Ross and family. The new Administration building was furnished. Fifteen hundred dollars were appropriated for further experimentation with sugar beets. Additional instructional force was provided for.

The first military encampment with two companies, A and B, was held under Lieutenant Geo.

E. Stockle, commandant, early in the spring of 1895. During the previous winter a three-weeks "School for Farmers" had been held at the college at which 304 persons representing ten counties of the state were enrolled. Much enthusiasm for agricultural education throughout the state had been created by this special school. Civil and mining and mechanical and electrical engineering societies were organized, George Nixon being president, and H. K. Burch, secretary of the last mentioned, and Orin Stratton, president, and Carl Estby, secretary of the former. Tennis courts were built and put in repair.

The college paper of the day notes that "William Goodyear, a Williams college man, came over from Palouse to help the boys with their athletics." A farce was given to help construct the athletic field, to which the board of regents added $75 and the members of the faculty contributed "brain and brawn," and cash, so that the first athletic field began to take on its proper form. A great field day was held, Idaho university being the competing team. The final score was: College, 34 points; U. of I., 8 points. The enthusiastic close of the year '94-95 terminated in the preparatory commencement, which was made an important occasion, thirty-nine students completing the course and being admitted to the freshman class. This gave us a solid basis for the beginning of the next year. President S. B. L. Penrose delivered the baccalaureate sermon.

The great day of the closing year, however, was to be the dedication of the Administration build-

ing. One can readily understand how, after a long and bitter struggle, we were disposed to make as much as possible of the occasion. The most important building of the institution was to be dedicated; the college had just come through the legislative session triumphantly; the foundation of Stevens hall was already laid; important minor buildings were under way. The spirit of permanence with a feeling of optimism prevailed throughout the college circle and the community, and the feeling was that the most should be made of it. The governor had been invited to be present, and other distinguished visitors had accepted invitations. The 26th of June, the day set apart for the dedication, arrived. The local paper thus describes the opening of the ceremonies: "At 10 o'clock, preparatory to the march to the college, the procession was formed on Grand street in the following order: Marshall W. H. Lacey, of the G. A. R.; Lieutenant Stokle, second lieutenant Tenth Cavalry U. S. A.; Adjutant Stanley B. Long of the college cadets; the Colfax military band; carriages containing the president of the day and speakers; regents and officers of the college; mayor, officers of the city and guests; battalion of college cadets; Whitman Post No. 53 G. A. R.; Pullman Lodge Independent Order Odd Fellows; Uniformed Rank Knights of Pythias; Pullman Camp 110 Woodmen of the World; citizens on foot and in carriages.

"All the morning vast numbers of people had been gathering into the spacious assembly hall of the college where the exercises were to take place,

until fully 2000 people were present, filling it and even the halls and doorways to the uttermost."

In the absence of Governor McGraw, Doctor Gandy of Spokane, a prominent member of the legislature, acted as president of the day. After addresses of welcome and appropriate responses, the orator of the day, the Honorable Patrick Henry Winston of Spokane, was introduced and (as the local paper states) "in bursts of grand oratory and beautiful thoughts clothed in fine rhetoric he held the attention of the audience for twenty-five minutes." United States Senator John L. Wilson and other distinguished visitors who were present spoke briefly. President Bryan made the dedicatory address. "A very pretty feature of the program," says the news item, "was the unfurling of the large college flag and the recitation by Miss Ollie Downs of a poem entitled 'An Address to the American Flag' written for the occasion by Regent H. S. Blandford."

A banquet followed in the evening in the dining hall of Ferry Hall at which Senator John L. Wilson presided as toastmaster and in which Colonel Winston's speech "teeming with wit and humor" was one of many speeches of the evening, among them being a congratulatory address by President F. B. Gault of the University of Idaho. Many other witty congratulatory speeches were made. I record the joy of this modest occasion of the dedication of the Administration building which occurred amid the dark days of the nineties as indicative of the faith and courage that were destined to overcome the adversities with

HON.
U. S. OLIPHANT

SENATOR
OLIVER HALL

GOVERNOR
JOHN R. ROGERS
1897 —

GOVERNOR
ELISHE P. FERRY
1889 — 1893

GOVERNOR
JOHN H. McGRAW
1893 — 1897

GOVERNOR
MARION E. HAY
1909 — 1913

which the college had been beset and to end in its ultimate triumph.

But this was not the only indication of progress. Important additions were to be made to the faculty. The legislature had made it mandatory that we should elect a professor of veterinary science who should be state veterinarian and whose salary should be paid wholly by the college. The Board accordingly elected Doctor S. B. Nelson, then a young practitioner in Spokane, a graduate of the State College of Iowa and a post graduate of the University of Copenhagen and a native of Denmark. Doctor Nelson at once entered upon his duties with vigor and began that long career which has distinguished his services to the college and to the state of Washington. For twenty years thereafter he served both as state veterinarian and as head of the department of veterinary science at the State College, for two years more as dean of the veterinary college and since 1919 as Director of Extension Service.

An assistant professorship of mathematics and civil engineering was likewise established at this time, and to this position Mr. W. J. Roberts, a successful civil engineer of this state, was elected. Professor Roberts had been graduated with the A. B. degree from the University of Oregon and then as a civil engineer at the Massachusetts Institute of Technology. He continued his connection with the State College for many years. He was a masterful teacher of both mathematics and civil engineering, and a man of the highest worth. Many engineers of the Pacific Northwest owe much to

him for the instruction and inspiration which they received under him.

On leaving the State College, he entered again the practice of his profession in Oregon. At a later date Professor Roberts was recalled to this state by Governor M. E. Hay and made chief of the highway engineering department, in which capacity he served for several years. On his resignation from that office he was employed in the important engineering work for the control of the Stuck River and the reclamation of wet lands in King and Pierce counties. His success in this difficult piece of engineering has received the highest commendation. He was employed for a time as engineer in charge of the Cedar River area for the protection of the water supply of the city of Seattle. For some years past he has been an eminent consulting engineer in the city of Tacoma.

Another acquisition during the summer of 1895 was Professor Charles A. Barry, whose education at the University of Michigan had been supplemented by some eight years of residence in different parts of Europe. He had a good speaking knowledge of a half dozen modern European languages, and was an inspiring teacher. His German, French and Spanish classes were filled with enthusiastic students. Mr. S. H. Webster, who for many years past has been a member of the faculty of the Connecticut Agricultural College, was at that time called to take charge of the commercial subjects in this college and for several years rendered important service in the department of business administration.

The college was now beginning to assume greater stability and greater promise for the future. It could now count on a body of well prepared students and a well prepared dependable faculty, and adequate provision in its laboratories and shops. Professor Fulmer and his one assistant were establishing the traditions of sound training in chemistry. Professors Waller, Saunders, Roberts and Dow were handling an enthusiastic group of young engineers. Professor Piper was the center and inspiration of a group of biological students. Professors Spillman and Balmer had but few students, but both in and out of the college they were putting agricultural science in a new light before the people of the state and were laying the foundation for greater developments in that department of the college. With the coming of Professor Barry and the establishment of courses in technical German and technical French, engineering students looked with toleration, and some of them even with considerable enthusiasm, on this requirement of an engineering education. Economics and history and also English claimed their share of attention. Confidence at home and abroad began to replace depression and disappointment.

The absolute solidarity of the faculty during these years, its loyalty to a great cause, its sense of corporate responsibility for building the new institution in the state, its willingness to make personal sacrifices for the welfare of the college have rarely if ever been surpassed. There was none of that detached feeling, that feeling of employee as against employer which so often characterizes col-

lege and university work. The loyalty of the faculty had its counterpart in the loyalty of the student body. The college had enemies personal and impersonal. It had hard conditions to meet. Times were hard. Outside support was rare. I do not recall a single sympathetic editorial within the first few years of the beginning of the college. Education was looked upon as a luxury and not a necessity by most legislators. Yet I must record the fact that in the legislature the populist in politics was a friend of education. Though economical to the point of parsimony, nevertheless he was for the schools of every grade. Some of the most sympathetic helpers the college had were to be found in that party.

With the beginning of the next year, 1895-6, the most advanced students constituted the junior class, with good, strong, well prepared sophomore and freshman classes following. There were seventy collegiate students in all out of a total enrollment of 305. It was a wise policy still to emphasize the importance of preparatory work. The college could prepare its own freshmen better than anyone else. This was true, not only because there were few and weak high schools within the state, but also because it was the policy of the college to make mathematics and the physical and biological sciences a strong basis of preparation, in contrast with the traditional method of relying chiefly on the classics. We could keep their minds on "industrial pursuits" in contrast with "professional pursuits." In the enrollment for the year, eighteen counties of the state, seven west of the

STEVENS HALL BUILT 1895

Cascades and eleven east of the mountains were represented. In other words the influence of the College was becoming statewide—a result which was still more evident in the extension and experimental work of the college.

It was during this year that Miss Lillian Bolster of New Hampshire, a teacher with several years of European study, was employed as the first permanent piano teacher. Hitherto the college had not been without musical facilities, but this year may be regarded as the beginning of the policy so strongly developed in later years of providing very thoroughly trained teachers for this branch of cultural education. The feeling was that the class of students who were attending the State College, above all others, needed opportunity for this phase of cultural education as in a measure an offset for the lack of the humanities.

The year 1896 was notable also because the light was beginning to appear on the financial horizon throughout the state. Especially in the city of Spokane, as a center of the mining industry, prosperity began to return. The LeRoi and other mines became producers, and a spirit of optimism began to pervade the entire community. A small increase in the price of wheat had a similar effect upon the farming communities. In the following year there was a great tide of returning prosperity. Alaska placer gold had been discovered and the Klondyke rush was on. In 1897 there was imported into the Pacific Northwest from Australia and elsewhere some $15,000,000 in gold to pay for wheat shipped from the Inland

Empire to Europe. This did not make much of a stir in comparison with the $3,000,000 of gold brought from the placer mines of Alaska, but it was far more important in the rehabilitation of the Northwest.

Geology and Mineralogy Are Added

At a meeting of the Board of Regents which occurred at the commencement period a chair of geology and mineralogy was established, and on June 26 Solon Shedd of Stanford University was elected as assistant professor. Professor Shedd had for some years been a teacher in the Monmouth, Oregon, Normal School and had taken his bachelor's degree at Stanford University, where he studied under the celebrated Professor (afterwards President) Branner. Doctor Branner wrote me, "Shedd is the best mineral analyst at Stanford," and strongly recommended his appointment, which was made, and we never had cause to regret it. In later years Professor Shedd received his Ph. D. also from Stanford, and both in class instruction and scientific research rendered notable service to the college and to the state. Among his important contributions, his "Iron Ores of the State of Washington" and his "Clays and Clay Industries of Washington," (both investigations conducted at the expense of the college) are notable works.

Dr. Shedd's topographical maps and his monograph on "Building and Ornamental Stones of Washington" and many other important monographs published by the State Geological Survey, together with his reports as State Geologist, have

given him an enduring place in the scientific and educational history of the Pacific Northwest. He served the state and the State College for twenty-nine years and then left it to serve Stanford University, his Alma Mater, as Curator of the Jasper M. Branner Library—a fitting reminder of the sympathetic tie between himself and his former teacher.

DR. SOLON SHEDD

At this time Albert E. Egge of the University of Iowa, Ph. D. of Johns Hopkins University (also for several years an instructor at that institution) was chosen Head of the Department of English, in place of Mrs. Nancy L. Van Doren, resigned. Doctor Egge was a man of high scholarship, especially along philological lines, and was a profound student of early English and Scandinavian literatures.

Shortly after this Professor Eleazer Darrow, E. E., a graduate of the Engineering Department of the University of Michigan, replaced Professor A. R. Saunders as head of the department of mechanical and electrical engineering and Henry F. Lane, B. M. E. of the University of Arkansas and graduate student of Cornell University, became assistant professor of mechanical engineering. Mrs. C. A. Barry became preceptress of Stevens Hall and Miss M. P. Tannatt became librarian, replacing Mrs. Van Doren in these offices. The library at that time was located in the north wing on the 2nd

floor of the Administration building. W. H. Heilman, M. S. of the University of Iowa, became assistant chemist and Rennie W. Doane, A. B. of Stanford became assistant professor of Zoology and Entomology. For many years past Professor Doane has been a distinguished member of the Stanford faculty.

The agricultural department had been strengthened during the previous year by the completion of a dairy manufacturing building and the employment of competent instructors in dairy industry from the University of Wisconsin and by the enrollment of twenty-four special students in butter and cheese making. At that time there were many small plants for butter and cheese making throughout the state and few large milk products plants. Three tutorial instructors were engaged for the ensuing year, the choice being made from mature students who had had several years' successful experience as teachers. The faculty now numbered twenty-one members besides the tutorial instructors.

GOVERNOR
ISAAC I. STEVENS

It was just after the opening of the year 1896-7 that by action of the board of regents the name "Ferry Hall" in honor of the first governor of the state was given to the boys' dormitory, and the name "Stevens Hall" in honor of Isaac I. Stevens, first territorial governor, was given to the girls' dormitory. Within a little more than a year after this, old Ferry was in ashes.

The cost of living was still very low, largely because of low prices, but also because of the management of devoted faculty committees, and this low cost of living and free tuition bore a close relationship to the increased enrollment. Boarding in the hall still was about ten dollars a month and room rental eighteen-fifty a year. About this time application was made to the board for permission for the boarding organization to incorporate. The special report made on this subject is given in Appendix D, as it states a fundamental principle of college economy of much importance throughout its entire history.

Dark Clouds Gather

In the political campaign of 1896 there had been a fusion of the populist, free silver Republican and Democratic parties as against the gold standard Republicans, resulting in the election of John R. Rogers (democratic-populist) as governor and a fusion legislature and all fusion state officers. Retrenchment in expenditures and reductions in salaries of employees throughout the state were demanded by the voters. The politicians readily consented to such a program. There had been four long years of financial distress of the people of the state—city and county alike suffering. There had been much liquidation and some bankruptcy. Some of the newly elected officials of the state displayed a penuriousness not justified by the financial situation. The State Auditor was said to have made a ruling that state officials traveling on official business be allowed nothing for

sleepers and only twenty-five cents per meal. Citizens of Olympia complained that the populist treasurer (a farmer who owned some 1200 acres of rich farm land) competed with them in the sale of milk, by keeping two cows and milking and delivering the milk to his neighbors with his own hands.

Another senatorial fight was on in the legislature and another railway freight reduction fight, and the capital fight continued merrily. It was little wonder that the educational institutions were likely to suffer seriously from that legislature. The budget of the college had been prepared as usual in great detail and had been carefully examined and adopted by the board of regents, but every legislator must make a showing of economy to his constituents and in face of this, his obligation properly to support the educational institutions rested lightly upon his shoulders. I recall an incident which illustrates this point. A delegation from Cheney appeared before the House appropriations committee to present the needs of the normal school. "I will give you just five minutes in which to state your case," said the chairman of the committee, and that was all the time that was allowed. The chairman was determined in his own mind that nothing should be granted and hence did not care to examine the facts and data in the case.

A committee of the Senate visited the college and made a very favorable report. The appropriation made, however, was the smallest in the history of the college being only $29,000. The

small appropriations for the Cheney Normal School and Whatcom Normal School were both vetoed in toto by the governor. Had it not been for the federal fund the college could not have operated during the next two years. As it was, it suffered a very serious handicap which was felt with increasing force as the biennium advanced.

The college had now passed through three years of undoubted progress since its reorganization in 1893. That first dreadful year had not, however, been forgotten, and the bitter animosities then aroused were still smoldering and sometimes threatening to burst forth. But that the college was growing in strength and in usefulness, and in public favor, had become a conviction in the minds of the most substantial people throughout the state. J. W. Arrasmith, former Speaker of the state legislature, a staunch republican, had succeeded Charles R. Conner as a member of the board, Mr. Conner having resigned on account of an extended absence in the east. The terms of E. S. Ingraham and H. S. Blandford would expire about the first of April. There was little probability that the policy adopted by Governor McGraw of keeping the board as nearly as possible balanced politically, and thus free from partisan politics, would be followed. Thus far, within the board itself, politics had never been discussed nor had the political affiliations of any member of the faculty or any one under consideration for appointment been considered by the board. It had been composed of two democrats and three republicans. It was fully understood, however, that

employees as well as faculty members should in no way be disturbed on political grounds.

With one exception I had been well satisfied that the statement of the governor made before my acceptance of the presidency was being fully carried out. The exception occurred during the campaign of 1894. At that time I had been approached by certain party officials of the republican party with the request that I solicit and secure from members of the college faculty and other employees of the college contributions to the party campaign fund. This I flatly refused to do or permit to be done, calling attention to the fact that before accepting the presidency it had been understood that the faculty should be undisturbed politically. The matter was not pressed, and, so far as I know, neither at that time nor thereafter were any employees disturbed by solicitation for campaign funds or demands for subscriptions to the campaign of any political party.

I reported the incident to the president of the Board, who approved of my action, and to Gov. McGraw with a reminder of his original statement. He approved my action, but at the same time suggested that he thought I took the matter too seriously and that he assumed that party officials had merely desired to give an opportunity to those who were deeply interested in saving the country from fiat money to contribute to campaign funds. I do not believe that at any time during the twenty-three years of my service as president of the State College any one could have secured employment in any capacity in the institution through political

influence, and I am quite sure that no one was ever removed or disturbed by the board of regents because of his party affiliations.

The college was soon, however, to experience serious political disturbance from both without and within the Board. The vacancies in the Board were not filled until after the adjournment of the session, at which time W. V. Windus and Dr. J. L. Powell, both of Pullman, both of whom belonged to the fusion party were appointed. H. S. Blandford, whose term had expired, was reappointed. Mr. Blandford having always been a staunch democrat was not objectionable to the party in power. The Board now stood, politically, one republican and four members of the democratic or fusion party. About the same time a partisan board had been appointed at the University of Washington, one result of which was that the new board of that institution at its first meeting outlined a policy which led President Mark W. Harrington immediately to hand in his resignation.

There remained three members of the old board. The two new members had been their bitter opponents in the fight of 1893 and there remained deep-seated animosity. The governor stated that these appointments had been made at the request of a prominent member of the populist party to whom he felt indebted for his nomination as governor. This was denied by the party. In any event a renewal of the old struggle was inevitable. There was not the slightest doubt of the deep-seated hostility of the two new members toward the admin-

istration of the college and to practically the entire membership of the faculty.

An opportunity was soon found to make a vigorous attack which for a time promised to be successful. The incident was this. Among the vouchers presented to the board for auditing at its first meeting was one in favor of the Northern Pacific Coal Company for a little more than $5000 for coal. That company had been the successful bidder in the previous offer for the year's supply of coal at so much per ton "to be delivered as needed." It had been a very cold winter and there had been a serious coal shortage; in order that the College might not be compelled to close for lack of fuel an extra large supply of coal had been shipped to it. At the time of the April meeting of the Board there were several cars of coal on the track and in the bin. A considerable quantity of the coal had as a matter of fact been used prior to April 1. All coal used before April first and paid for out of the appropriation becoming available on that date was technically a deficiency and was illegal. I was fully aware of this fact and therefore, when the vouchers had been laid before the board at the April meeting I had explained fully the facts in the case as to the quantities on the track and in the bin and the quantity which had already been consumed, but did not expound the law of the case. One of the new members as chairman of the auditing committee had passed the voucher and signed it with other vouchers, having full knowledge of the facts, but not of the law of the case. The vouchers were at once sent to the

state auditor, warrants were issued and at once transmitted in payment of the coal. Some time later, the chairman of the auditing committee discovered that this was technically illegal and at once sent for the governor and his traveling auditor, (Ernest Lister, afterwards governor of the state).

Just prior to this there had appeared in a Tacoma paper a violent attack on the administration of the college charging it with deficiencies and other faults. On the arrival of the governor I asked to be permitted to call the remaining members of the board. This he refused. I then asked for a personal conference in order that I might explain the business transactions involved. This he promised to grant, but deferred doing so until after the investigation had been made. The vouchers were placed before the governor and his traveling auditor and the two local Board members and the facts of the case were again stated. The auditor pronounced the coal bill, in so far as it related to coal which had been burned prior to April 1, a deficiency. A few other vouchers for items purchased prior to April 1, but to be used after that date were placed in the same category. The governor at once concurred in the finding of the auditor, criticised severely the action of the board and stated that he would probably remove the majority members, adding that important changes in the faculty would be made. In high glee the two members of the board and the traveling auditor, retired, believing fully that they had at last triumphed in the long fight and that they would

now be able to overthrow the administration of the college and gain control.

Governor Rogers then indicated that he was ready for the private conference which I had asked affairs of the college to explain to you just how

"Governor Rogers, I asked for a private conference that I might go over with you the business affairs of the college and explain to you just how they were conducted—just how this technical deficiency arose and why a deficiency appropriation bill to meet it was not introduced into the last legislature. That appears now to be unnecessary. These men who have fought the college day and night for the past four years and have tried to overthrow the administration of the college and to hinder its work in every possible way, and who have, so far as I know, never done one thing in all that period for its welfare have now triumphed, and we, who have fought day and night to save the institution, have gone down to defeat. That ends the matter."

"Not so fast," replied the governor. "Let me hear the whole story and what these men have had to do with it."

Then for two hours I detailed the intrigues carried on at Pullman and at Olympia with which the college had had to contend. I mentioned the vicious attack upon the college which had a day or two before appeared in the Tacoma Ledger and which had led the governor to make this investigation.

"But," said he, "we must listen to the voice of the people."

"The voice of the people, Governor Rogers!" said I. "What you call the voice of the people, was the voice of —— of Olympia. The false accusations made by him in that article were given to him from Pullman. Don't imagine for one moment that that scurrilous article is the voice of the people."

Fortunately the governor knew and thoroughly distrusted some of the men connected with the conspiracy who had lived in Olympia, and feared them. He began to see the length and breadth of the scheme to overthrow the existing administration and gain control of the institution. At length turning squarely around to face me, he said:

"President Bryan, the Populist party demands reduction of salaries. I am determined the pledge of the party shall be carried out and that salaries shall be reduced, at least for the period of the next two years. The poverty of the state at this time demands that this should be done. Your available appropriations demand that this should be done. If you will call together your board and reduce the salaries about 10 per cent I will retain the majority of the board in power and leave yourself and the faculty undisturbed."

"Governor Rogers," said I, "the board having employed the faculty at given salaries and being under contract for the next year, it is entirely certain that salaries will not be reduced by it. That could be brought about only if the faculty itself proposed a revision of the contract on a lower scale."

"That is it. Ask your faculty to submit such a proposition to the board," said the governor.

"No, I will not do that. The action must be voluntary on their part. I am willing, however, to state your proposition to the members of the faculty and tell them that they are absolutely free, each and every one of them, to act in the premises as his judgment dictates. They are very loyal to the college and dread to see it disrupted more than they dread any personal sacrifice."

"Very well, do as you think best about it."

And so it came to pass that after he was gone the faculty was called together, the facts were stated to them, no advice was given pro or con as to how they should act, but the members of the faculty, without exception, submitted a communication to the board reciting the facts and proposing to accept such a reduction as the governor had indicated and make the sacrifice required. They felt that in so doing they would save the institution from disruption, if not from destruction, and that a high sense of duty required that they should do it.

On learning of the facts in the case, the president of the board, H. S. Blandford, immediately sent his resignation as president to me as secretary, and as a board member to the governor, declaring in an open letter that he would not permit any one, whether governor or other person, to dictate to him the course he should pursue in the discharge of his duty and his sacred trust as a member of the board of regents charged under the law with the administration of the affairs of the college. His

resignation was accepted.* The governor publicly criticized the newly appointed members so severely that he forced their resignation. I received from him a letter in which he made substantially the following statement: "I wish to say, Mr. Bryan, that I was wrong, and you were right, and I wish to inform you that I am about to appoint men upon whom you can rely to conduct the institution along the lines which have been pursued in its rehabilitation." He accordingly appointed to the vacancy R. C. McCroskey of Garfield, H. W. Canfield of Colfax and George M. Witt of Harrington. The last mentioned gentleman had been chairman of the appropriations committee of the house and a leading member of the populist party. He had sincerely believed that all of the institutions were extravagant and made unnecessary expenditure, an error which he later gladly publicly acknowledged on several occasions. With the exception of the few months of this exciting

*"Between the date of Governor Rogers' visit and the resignation of the two insurgent regents, there had been an intensely dramatic session of the board. It was as this session convened, that, like the explosion of a bomb shell, the resignation of Regent Blandford was received, for this left the board a tie and unable to do business whenever the members would not agree. I immediately placed in the hands of the two old members of the board my resignation as president of the institution, for it is impossible for any administration to proceed unless it commands the confidence of a working majority of the governing board. I also called together the heads of departments and stated to them the situation and my action in the premises. They urged delay and in conference with the old members of the board likewise urged delay in the presentation of my resignation to the board. Mr. Blandford's resignation as *president of the board* was presented and acted upon by it, but his resignation as a *board member* which was already in the hands of the governor was not known to the insurgent members. The proposed salary revision was presented and acted upon favorably. Immediately after the adjournment of the board it was learned through the press that Blandford had likewise resigned as regent and that the governor had made a public statement which rendered the resignation of the two new regents inevitable. The salary reductions were agreed to on the scale proposed by the faculty. In the moment of victory the insurgents had gone down to defeat."

period, politics never determined the action of the board in relation to its employees during the twenty-three years of my administration as president.

At the commencement prior to the events just recited, Governor Rogers had been an honored guest of the college, and had been much impressed at the outpouring of the community at the reception and on the occasion of our first commencement. He had been much pleased with the evident sincerity and earnestness of purpose manifested by the students. On his visit to the college he was besieged by the politicians, and there can be little doubt that the contrast between the selfish purposes of the politicians and the aspirations of the students whom he met and with whom he talked personally, was responsible for his correct analysis of the real situation and for his final determination to sustain the administration. From that time until his death he was a staunch friend and supporter of the college. With his cordial approval his daughter, Helen, (afterwards Mrs. M. K. Akers) who had been a student both at Cornell and Stanford, entered the State College and completed her course to graduation.

The fight of 1897 was the Waterloo in the long struggles of four years since the reorganization, for while it did not end the difficulties it ended the period of doubt and uncertainty.

Our First Commencement

The commencement of 1897, our first, was, of course, a great occasion in the annals of the college. Eight members of the class were advanced to de-

grees—three in engineering, one in biology, two in economics and two in English—quite typical of the work of the college with the exception of agriculture. Professors Spillman and Balmer, of the departments of agriculture and horticulture, had entered the faculty a year later than the other members.

In 1895 a bill empowering the college "to grant the usual academic and honorary degrees and to issue diplomas therefor," had been passed. Provision for the granting of degrees had been overlooked in the original charter of the institution, and it was deemed advisable to have such a law enacted.

The Burning of Ferry Hall

A serious blow to the college occurred on the twenty-second of November of 1895. On that night old Ferry Hall was destroyed by fire. About 100 men were in the building at the time the fire occurred. Duncan Dunn (now regent) and his brother, George, were sleeping in a first-floor room at the east end of the building. About two o'clock in the morning they were awakened by the bursting of the window, followed by flames of fire from a small porch just off their room. The fire doubtless caught from a bakery just underneath the porch. The stairway from the bottom to the top at the east end of the building acted as a chimney, and in a few moments that entire end of the building and the roof were aflame. The alarm was given, and some immediately manned the fire hose and attempted to combat the fire while others

rushed to the college bell, which then stood on old College Hall, and still others roused the sleepers throughout the building. All tumbled out and rushed down, some coming down by the west end stairway, some by the fire escape, and a few on the conductor pipes. When members of the faculty reached the college campus, a hundred half-clad students surrounded the building or were attempting to salvage some of the property from within —a process soon stopped by the crashing in of the roof and the upper floors down to the basement floor. Many of the boys were barefooted, some were in their night clothes and one poor fellow wore a cheap undershirt—the only thing he had left in the world.

The girls had been withheld in Stevens Hall as the boys were not in a position to receive company. As soon as the intense excitement was over, and the boys had got shoes, rubbers, overcoats and miscellaneous attire from whatever sources were temporarily possible, a meeting was held in the auditorium of the Administration building to which girls likewise were admitted. Many of the good citizens of Pullman were there, and preparation was made for immediately taking care of the homeless ones. The homes of the citizens and faculty members, were thrown open, and the boys were parceled out and taken home for the remainder of the night. Before adjourning, an attempt was made to stem the stampede which threatened to depopulate the college. An announcement was made that on the next day the Union Hotel (afterwards the Klondyke), which

then stood just opposite the O. R. & N. station, would be opened as a college dormitory. The hotel was furnished, but had been closed for some time. An arrangement had been made, however, that the college might rent it and immediate steps were taken to provide for those who could not be cared for in private houses.

The churches gave a free Thanksgiving dinner to the students, and a public subscription was taken in the following days in Pullman and neighboring towns and cities and several thousand dollars were contributed to replace clothes and books and other properties which had been destroyed by the fire. The relationship between the citizens of the town and the college became closer than ever before as a result of this disaster. There was no insurance on the building, for in 1894 the state had adopted the policy of carrying its own insurance— that is of carrying no insurance—and all policies then in force had been canceled. The only things insured were forty-four army guns which were in the building on the night of the fire, and the loss was paid for by the insurance companies.

Origin of the Student Loan Fund

From the fund for the relief of the fire sufferers a small balance was left after taking care of the student losses, and this balance became the foundation of the student loan fund which now amounts to many thousand dollars. An investigating committee reported that the fire was not of incendiary origin and that it had not been caused by neglect or carelessness on the part of anyone so far as could be determined.

In 1898, the department of pharmacy was more completely organized than it had been prior to that time, and Professor George H. Watt became the permanent head of that department.

The contract with Pullman for water supply having been terminated, the college supplied itself thereafter with water from its own artesian well. The agreement of the city of Pullman to purchase the pipeline outside the campus was contested in court and in a suit carried to the Supreme Court the action of the board and city council in making the contract was held to be ultra vires.

At the commencement meeting, June, 1898, a number of instructorships were established and an assistant professorship of economic science and history was authorized. W. G. Beach, now of Stanford University, was chosen to fill this position. For about ten years after reorganization in 1893, I carried a heavy teaching load in addition to my duties as president and as director of the experiment station. In most colleges and universities it had up to that time been the custom for the president to be one of the teaching members of the faculty. I gave courses in economic history, money and banking, the history of the laboring classes, and English constitutional and institutional history, alternating these occasionally with courses in economics or history. I had received some tutorial assistance, but not enough to meet the growing needs of the collegiate classes, and authority was then given to seek a suitable instructor. I had had some correspondence with W. G. Beach, a graduate student of Stanford. whose undergraduate work had been at

Marietta College and who had taken both the Bachelor's and Master's degree at Harvard. I had received a letter from President David Starr Jordan, whom I knew especially well at the Indiana University, which, while commending Beach, expressed doubt as to his health. Fortunately, in calling on Professor G. Allen Smith of the University of Washington to inquire about Mr. Beach, I had the good fortune to meet Mr. and Mrs. Beach who had just arrived from Stanford in Seattle. I was charmed with Mr. Beach's personality and his ideals of scholarship and was well satisfied with his scholarly attainment and very soon thereafter he was tendered an instructorship at this college. He hesitated to accept while there was in prospect a professorship at the University of Washington. Professor Smith, who had been a former colleague at Marietta, was very desirous that he should be appointed to the professorship of History then vacant at the university. Professor Meany was elected to the university position, and Mr. Beach accepted the assistant professorship at the State College and rendered notable service here for many years thereafter. As it became possible for me to lay aside teaching duties, Mr. Beach was made professor of economic science and history and finally head of the department. A few years afterward he was tendered a chair in the University of Washington, and, believing that the lower altitude would benefit Mrs. Beach's health, he accepted and rendered like valuable service to the University. After the tragic death of Dean Fulmer, in 1916, President Holland invited Professor

Beach to return to the State College and become dean of the College of Liberal Arts. He accepted this appointment and continued to serve until his call to Stanford in 1923.

The class of 1898 consisted of twelve graduates, six in engineering, two in chemistry, three in economic science and one—our first—in agriculture, Mr. David Brodie, who for so many years has served as a member of the United States Department of Agriculture. There had been enrolled during that year two graduate students, the first in the history of the college. The commencement also was noteworthy for the graduation of the first class in pharmacy—a class of four members. The resignation of Mrs. C. A. Barry, as preceptress, at this time was followed by the recall of Mrs. Nancy L. Van Doren, who was welcomed again to the membership of the college faculty, as preceptress of Stevens Hall. At our second commencement, the graduating address was delivered by my brother, President William L. Bryan, of Indiana, and an address to the community was made by Governor John R. Rogers. The custom also of setting apart one evening for the graduation of the senior preparatory class was continued and a class of about eighty members was graduated that year.

In 1898 the Spanish war occurred. The commandant of cadets, Lieutenant W. Chase, U. S. A., was relieved in the month of April and ordered to the front. As no regular army officer would be detailed during the period of the war, Leo L. Totten, cadet captain of the corps, a member of the senior class, was made major and the cadet corps

was made an autonomous body under the president of the college. At the very outset of the war the cadet battalion offered itself to the governor as a volunteer company, but Governor Rogers very wisely declined to accept it. Many students, however, at once entered the army as volunteers. Among those who served as commissioned or non-commissioned officers in the Spanish war were the following:

W. L. Lemon, first lieutenant, First Washington volunteers; Edward Kimmel (now Colonel Kimmel, U. S. A.) second lieutenant, Third U. S. artillery; E. T. Tannatt, second lieutenant, U. S. Engineer corps (Hawaii); Joseph G. Smith, second lieutenant, First Washington volunteers; Ford Fisher, second lieutenant, Utah battery (killed in battle). Among the non-commissioned officers were the following: Lewis H. Pohl, Orin Stratton, John Jones, R. E. Bucklin, C. S. Sapp, Lee Smith and Harry McKay.

There was a check in the attendance at the college during the following year, especially in the preparatory department. This was probably due to a variety of causes, among which may be included the better development of the high schools throughout the state, the stiffening of the requirements for admission to the freshman class, the war, the Alaska activity and the beginning of a prosperous business period.

The College Secures Two New Buildings

The sixth session of the Washington Legislature was to convene in the month of January,

1899. Wilford Allen and W. L. Lafollette of Pullman were sent to the House of Representatives. In fact, the entire Whitman County delegation felt a deep personal responsibility for the welfare of the institution and rendered important service throughout the session. For the college this was to be an important session since it was necessary to secure an appropriation for the rebuilding of Ferry Hall destroyed by fire in 1897 and to secure, if possible, an appropriation for a biological laboratory to be known as Science Hall.

This session was marked by the usual bitter senatorial fight, Senator John L. Wilson going down to final defeat by the election of A. G. Foster of Tacoma to the United States Senate. The State College was urged to use its influence with the Whitman County delegation, to take part in this senatorial fight, but as usual it declined absolutely to do so, and incurred enmities which lasted for years by reason of its refusal. In this session also there was a renewal of the freight rate fight and of the fight on the establishment of three normal schools.

I will record here a bit of history never before given to the public. Just as the session opened Governor John R. Rogers called into conference President Frank P. Graves of the University and myself. "Gentlemen," said he, "you know my position on the question of the normal schools. You know that in 1897 I opposed the appropriation for the Whatcom and Cheney normal schools. I did so, not through any antagonism to those communities, but because I believe that a

wise state policy requires that there be but one normal school—and that one well supported—and that it should be located in the center of the state, at Ellensburg. The question of the normal schools will of course be up again at this session. Now, if the friends of the University and the Agricultural College will unite in support of my policy, it can be carried through to the great advantage of the state, and I believe also to the advantage of both your institutions."

President Graves glanced at me, and being the senior both in years and in office, I did not hesitate to reply promptly: "Governor Rogers, you may or may not be right in your judgment as to the desirability or necessity of one instead of three state normal schools, but with all due respect for your judgment, speaking for the State College, I regret to say to you that it would be entirely impossible for me to commit myself or the college or its friends to the defeat of the Whatcom and Cheney normal school program. I think, perhaps, President Graves will concur with me in this point of view." President Graves at once agreed that the course suggested would be an impossible one for the University and its friends. It had been no secret that the opposition to the three normal schools had for several years been very strong and that only the exigencies of legislation had secured the necessary vote for the establishment and the appropriation for two of them which had hitherto been voted and which had been vetoed both by Governor McGraw and by Governor Rogers. It was expected by some, that Governor Rogers

would veto the appropriation for the same purpose at this session. Those who relied upon this were disappointed, for the appropriations having been made, the governor approved them, having accepted this renewed action of the Legislature as conclusive.

The legislature appropriated the $40,000 asked for Ferry Hall, and the $60,000 for Science Hall. Its appropriation for maintenance for the biennium was $37,500 to which was added the first specific appropriation for a library, $1500; also $250 for gymnasium equipment. In addition to this, $5000 was appropriated for the Puyallup station. The total appropriation, $144,250, was the largest thus far in the history of the college. In addition to this, of course, it had $80,000 for the biennium from the Morrill and Hatch funds.

Information About College Lands

Prior to this session the Board had had under consideration the desirability of a better knowledge of the granted lands belonging to the college, and had directed me to prepare a bill, which should require the land commissioner to prepare and furnish to the board a description of the land already selected and belonging to the college, giving the area of each legal subdivision and a description of the timber or other valuable material located thereon. This bill was prepared and introduced by Representative Wilford Allen and passed the Legislature without change of a single word. It is Chapter IX of the Session Laws of 1899. In due time the official reports were furnished to the board, together with blueprints, showing the loca-

tion of the land, and these were kept by the college authorities as data which might be consulted by any one interested. Incidentally, one important object of the bill was to cure a possible defect in the original charter of the college, and might give greater clarity to the purpose of the Legislature in the establishment of the college.

At this session of the legislature for the first time the question of a change in the name of the college, in order to avoid the serious misconception as to its functions, was called to the attention of the legislature. This brought violent attacks from various sources, chiefly from those who were out of sympathy with its purposes or ignorant of the theory and practice of the land grant colleges and universities. It was charged that we were ashamed of the name "Agricultural;" that the change would lead to less attention being given to agriculture; that the motive was ambition to be a university, etc., etc. It was replied that the long and cumbersome name "The Agricultural College, Experiment Station and School of Science of the State of Washington," led to its disuse, and the use in lieu thereof of the name "Pullman College," which meant nothing; that the name was a misnomer since the college included engineering, the mechanic arts and other subjects of equal importance; that agriculture and the mechanic arts were generic terms covering a wide range of science and technology; that thus the public were misled by the name; that a change of name would guard against any change of function; and that we were proud of agriculture as one of the most important functions of the college and were convinced that

the change of name would increase rather than diminish the relative importance and prestige of agricultural education. Several years, however, were to pass before this important piece of legislation should be enacted.

The academic year, 1898-1899, was now coming to a close with great rejoicing by the friends of the college over its outlook. Its place at home and throughout the state was more firmly fixed than ever before. The period 1893-1899—six years—may be looked upon as the period of reorganization—indeed the period of the establishment of the college. The first two hectic years were so disturbed—the fight on location, dismissal of two presidents, internal scandal, legislative investigation, dismissal of the first board—that, while they are part of the history of the college, they can hardly be called part of its establishment. The six years' period, however, notwithstanding all its troubles was a period of fixed purpose and steady progress. A definite conception of what the institution was to be, well devised curricula based on definite standards of admission and graduation requirements, the establishment of the departmental system, a growing faculty of devoted men and women, increasing facilities for instruction, were foundation stones well bedded for the superstructure. The three-fold function of the college—instruction, experimentation, extension—was be-beginning to be understood within and recognized without. The period of warfare, leaving the scars of hard fought battles was drawing to a close but it ended with promise of the dawn of a new and better day.

SWEETWATER VALLEY AND SILVER LAKE IN 1899

In Lighter Vein—Extra Curricular Activities in the Early Period

Athletics

No one who knows anything of the appeal which athletics and feats of physical prowess make to the youth of the far west would believe that a single year could pass without athletic contests. As a matter of fact scarcely a month passed after the opening of the college until attention was given to this important feature of college life. At a meeting held February 22, (the opening of the college was on January 13), 1892, to discuss the organization of an athletic club, Mr. Orin Stratton, E. R. Hammond and Frankie Stratton were elected a committee to investigate the feasibility of an athletic club, and on the 26th of the same month this committee reported in favor of forming an athletic association of the students of the college. The association was forthwith formed, with Orin Stratton as president; Allie Lyle, vice-president; John Klemgard, secretary; Floyd L. Moore, treasurer, and E. R. Hammond as business manager, and immediately thereafter an outfit of bats, balls, gloves, etc., was purchased. Frank M. McReynolds was chosen as captain of the W. A. C. Baseball club. As early as March 10 a game of baseball was played with the Military college, resulting 26 to 0 in favor of W. A. C. On April 10 a game was played with the U. S. team at Moscow (the U. of I. was not open then) resulting, W. A. C. 10, U. S. 4, a return game at Pullman soon after reversing the score. By the end of April the athletic association had a membership of 21 and

had collected $10 in membership fees. Baseball did not stop at the end of the college year, but the team kept together all summer and late into the fall of 1892. A field day had been staged in June, and in the following spring (1893), tennis was started.

In the disturbed condition of the college in the spring of 1893 and the meager attendance in the following autumn athletics reached the low water mark in its history. The first real football team was that of 1894 and the first game was played in the fall of 1894.* Football had its real beginning, however, in 1894. Fred Long was captain of the team. The second intercollegiate football game between the University of Idaho and the college occurred at Pullman on November 9, 1895, resulting in a score of 10 to 4 in favor of the college. The team of 1895 was our first real football team well organized and well coached by local talent and this game was a great event. The team had no regular paid coach, and in fact it was many years before any football team at the college did have a paid coach. Professor W. J. Spillman of the faculty, and William Goodyear, of Palouse, helped to teach the elements of the game. The whole college was hilarious over the victory. In describing the game the *Evergreen* declared that there were "nearly 500 present at the game" and that the gate receipts were $69.45. Its declaration that the "enthusiasm was boundless" was demonstrated by the fact that H. K. Burch sold 200

*An amusing story has been told of an attempted football game in the fall of 1893, in which there were not even goal posts and in which the Pullman boys lent to the Moscovites enough players to fill out, but nobody knew even the first elements of the game.

FOOTBALL TEAM, 1895

yards of college colored ribbon on the grounds. The college colors at that time were pink and blue —think of it! The *Evergreen* in describing one of the exciting plays of the game stated naively "our line, not being accustomed to these center plays, failed to stop them." Frank M. Lowden, ex-'97, of Walla Walla was the captain of the team and Joe Winston of Spokane the quarterback. David A. Brodie (for so many years past a member of the United States Department of Agriculture) scored both touchdowns. At that time a touchdown counted 4 points and the kicking of the goal 2 points.

A great victory for the football team came on Thanksgiving day, 1896, when our team defeated the Spokane Athletic Association, many of whose members were old stars from Eastern colleges. Milton T. McCroskey was captain and Joe Winston again quarterback of the team.

In 1897 Winston was captain and in 1898 Boyd Hamilton was captain. In this year football relations were broken off with Idaho after both teams were on the grounds, because McFarland, Nez Perce Indian, who had been a celebrated halfback on the Carlisle team, appeared in the Moscow lineup. He had been coach of the Moscow team and enrolled in the university the day before Thanksgiving and left the day after. McFarland had sought employment to coach the Pullman team, but had not been employed for lack of money and had gone over to Moscow. The Pullman team, refusing to play with McFarland in the opposing team, the referee declared the game for-

feited to Moscow. Mix of Idaho tells a good story of how the box office got away with the money before the crowd went on a rampage.

Whitman college was one of the strongest and best competitors in football during these early years. The Spokane Athletic Association gave good practice to the teams of the three institutions, (W. A. C., U. of I., and Whitman). The story is told that after a certain game of the Athletic Association with Moscow, held at Spokane, the Spokesman-Review printed a good story about the game in which the reporter dwelt on the excitement of the Moscow "rooters," that institution having taken a large body of students and citizens with it to see the game. The president of the university wrote an indignant article to the Review, under the impression that the word "rooters'" was an opprobrious epithet, in which he assured the public that men and women students who had attended the game from Moscow were not "rooters," but were "ladies and gentlemen."

The College Press

W. D. Barkhuff, First Editor Record

The enterprising spirit of the student body from the outset was demonstrated by the publication of a college paper the first issue of which was within a month after the opening of the college. It was called "The College Record." Volume 1, No. 1, was issued in February, 1892. W. D. Barkhuff was edi-

tor, Allie Farris, associate editor, John P. Jacobs, local editor and C. Q. Merriam, business manager. The paper was an 11x14 eight-page monthly, well printed and well edited. A number of copies of the first issue (which was but four pages) were printed on satin. One volume of ten numbers in all, ending with the April, 1893, number was issued. The Record was a strong defender of President Lilley, and attacked the board of regents violently for his dismissal. It also defended the student body for its attack upon Regent Smith and claimed that there was no intention on the part of the students of including President J. W. Heston in the attack. At the close of its career the paper was in debt to the printer, probably because of the inability of the management to collect outstanding accounts.

First Issue of the Evergreen

From April, 1893, to March, 1895, there was no college paper. This period had been one of great stress both within and without the college. In March, 1895, however, the first number of the *Evergreen,* from that time to this the college paper, was issued. It was a 12-page paper of which W. D. Todd, ex-'97, was editor. Todd was a bright, somewhat mature man with a good deal of life experience, more so than most of his fellow students. There were four numbers of this first volume of the *Evergreen.* Volume II was a 16-page paper edited by F. C. Dunham, ex-'97, quite a mature student who was a graduate of one of the state normal schools of Michigan and had

been a teacher in this state. Mr. Dunham, leaving before the close of that academic year, Charles Harlowe, ex-'98, was elected editor-in-chief. Volume III for the academic year, 1896-1897, was again edited by Todd, followed the same year by Harlowe, and he, near the end of the year, by Harold J. Doolittle, '98. Doolittle also edited Volume IV throughout the year 1897-1898. Volume V for 1898-1899 had for its editor-in-chief Byron Hunter, '99, (for so many years since that time a veteran member of the U. S. Department of Agriculture). Hunter was followed by Dora Lobaugh, '99. With the beginning of the new period as I have divided them, in the history of the college, the *Evergreen* was changed to a weekly paper, at the outset four pages 12x16. This was the year 1899-1900. Mr. William M. Duncan, for many years an official of Whitman County, and for many recent years a deputy state land commissioner, was the editor-in-chief.

Throughout all this early period the Evergreen was a clean, worthy sheet, breathing truly a college spirit of loyalty—full of news—full of many well-written articles—with some poetical contributions, most of them by a single student, now a distinguished alumnus.

The First Glee Club

The first Glee Club of the college was organized in the fall of 1896-7 by Professor E. E. Darrow, head of the electrical engineering department. Mr. Darrow had a beautiful tenor voice and developed a very creditable men's glee club. Concerts were given at Pullman, Colfax, Spokane and Lewiston,

First Glee Club 1897

First Girls Glee Club, 1900

which were highly appreciated though the receipts were a disappointment, and the group had to wind up the season with a negro minstrel show to get enough money to foot the bill of expenses. On their return from the Lewiston concert most of the boys walked as far as Uniontown, not perhaps for lack of money, but because the teams were not equal to the task of pulling them up the steep Lewiston grade as it then existed. Mrs. Annie Evenden, piano teacher, conducted the first girls' glee club called "The Treble Clef Club" in 1900.

Early Dramatics

Every year some dramatic event was given which lightened up the college life. Two of the plays given during this period stand out with especial clearness, and were long remembered. At that time Pullman had an excellent, large, well arranged and lighted opera house with large, well appointed stage—far beyond the ability of the town to support—in fact, so far beyond that it later burned down. It stood about three blocks south of the corner of Grand and Main. The first of these outstanding events was a Civil War play called Alatoona, given on February 8, 1896. Among the players Ford Fisher (as Seth Green) won signal honors—a brilliant youth who fell in battle in the Philippines. The paper in describing the play said, that it was "without exception the most brilliant event of its character that had oc-

FORD FISHER

curred in Pullman during the college year," a comment which must have satisfied the most enthusiastic college fan.

Another conspicuous dramatic success was "The Merchant of Venice," of which the same paper said "Never in the history of the college have we been partakers of so decided a treat as was the happy privilege of the city and college to enjoy on the night of March 18 (1899) when the masterpiece of Shakespeare 'The Merchant of Venice' was put upon the board." Miss Ollie Downs, secretary to the President, was Portia and Professor Webster, Bassanio. Frank Harrison, a senior, gave a really fine interpretation of Shylock. Thus the olden days were not without their joys and triumphs of blessed memory.

Literary Societies and Entertainments

Literary societies and entertainments were favorite methods of amusement and improvement from the very beginning of the college. On the 29th of February, 1892, the first literary society of the college, The Washingtonian, was organized and on April 8 a public program was given by it. A second society called The Jeffersonian and a third called The Websterian were formed in the second year. These all perished in the troubles of 1893.

The First Play

The first play given by the students was put on by the Websterian society December 20, 1892. It was called "An Original Drama—A Quiet Family." An elaborate program was given on Arbor

Day in 1892 with many speakers and much tree planting on the then bare campus.* This was a custom kept up for several years. In 1894 and thereafter, Arbor Day was accompanied by the distribution of trees to the children of the town on condition of their planting and caring for them. The nursery rows of the college had now advanced far enough to be able to furnish a considerable number of trees. This custom was responsible for many of the beautiful trees which now adorn the streets of Pullman.

In the first year of the reorganization (1894) and for many years thereafter much attention was given to the literary society entertainments,—for the community was very conservative and there were not many college dances, and college fraternities had not as yet put in their appearance. The first literary society to be established after the reorganization of the college was the Columbian. It was composed of collegiate men and women. The Chewawa Society was maintained by the preparatory department under the supervision of its principal, Professor George H. Watt.

Y. M. C. A.

The Y. M. C. A. was organized on November 24, 1894, W. H. Phillip, '98, being the first president. The Y. W. C. A. was organized on the 21st of November, 1897, Gertrude McKay being the first president.

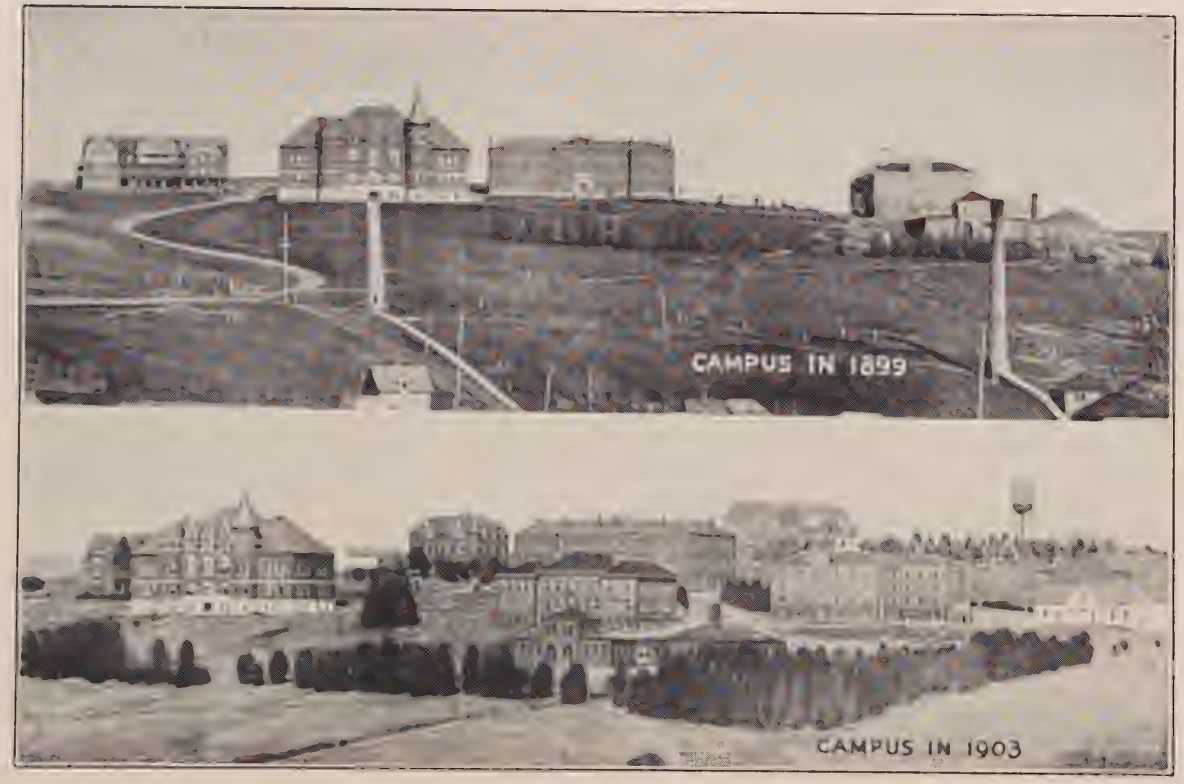
*These trees named in honor of J. Sterling Morton, Secretary of Agriculture and founder of Arbor Day and Geo. H. Watt, still remain on the "Old Quad."

The Alumni Association

On the afternoon of Commencement Day, 1898, the Alumni Association was formed with the following officers: President, Edward Kimmel '97; Vice President, David Brodie '98; Secretary, Florence Snyder '98; Treasurer, Cleo Busbey '98; Historian, L. V. Corner '98.

Athletic Field

In the spring of 1894 an athletic field was begun in the east end of the present field. Five years later with the purchase of six acres to the northward the field was slightly enlarged and the construction of Silver Lake begun.



College Campus

III

DEVELOPMENT
1899-1907

THERE are no epochs in history to those living at the time they occur. Long afterward we see that dominating tendencies of one period were ending at a certain time and other tendencies beginning. The academic year 1898-9, the sixth from its beginning, marks the close of the period of reorganization. From that date forward the college was a going concern, its principal lines clearly marked out, its characteristics determined, the attacks on its autonomy plainly futile. We shall expect its course to be retarded or speeded up from time to time, but we shall expect it henceforth to grow in thews and bulk.

With the commencement of 1899 the college looked forward to the immediate erection of two new buildings for which appropriations had been made and for which plans had been adopted—Ferry Hall and Science Hall. The state recognized its obligation to replace Ferry Hall, which had been destroyed by fire in 1897. In 1894 the governor and the auditor had announced that the policy of the state carrying its own insurance would be adopted and that no premiums would be paid unless there had been a specific appropriation for that purpose. The new Ferry was placed on the site of the old one, but built on a different plan. The site chosen for Science Hall was that occupied by

the old College Hall—one of the most eligible on the campus. To make way for the new science building the old building was removed to the present site of the auditorium and repaired, and for the next eight years it rendered useful service.

Science hall was intended to serve the biological sciences and geology, to house the museum, and also, temporarily, to provide for the departments of agriculture, horticulture and veterinary science. The unique semicircular shape of the east end of the wings of science was an adaptation of the building to the uses of the flatiron miscroscope tables affording better lighting and economy of space. Botanical laboratories were placed on the first-floor north wing and zoological laboratories on the second above them, the separation of the departments of botany and zoology being even then under contemplation. Agriculture, horticulture and veterinary science were assigned to the south wing first floor. Elevated seats were arranged in the large semicircular room for the observation of the clinics and for demonstrations in animal husbandry. Geology was placed in the south wing, second floor. The Museum, which till then had occupied the fourth floor of the Administration Building, was to be placed in the third floor of Science hall. The space vacated in the Administration building was at once occupied by the library, a special appropriation of $1500 having been made for the library by the legislature of 1899 and another $1500 special library appropriation in 1901.

SCIENCE HALL, BUILT IN 1899

The Museum presented a problem which received some consideration at that time. What is a museum for? Is it a show place for specimens and curios to amuse and gratify the curiosity of the public and to hint at the mysteries of science? Or is it a workshop for the scientist, filled with hit and miss specimens of natural history? At any rate three divisions of the north wing were then made into specialized museums—one for agriculture, a second for horticulture and forestry and a third for veterinary science. The main hall was retained for zoological and ethnological specimens, a large but miscellaneous collection of which had already been made. The geological collection was more specifically a working collection of hand specimens and was provided for in another part of the building. The herbarium, of course, was placed close to the botanical laboratory as a working collection. The museum, open on Sundays as well as on week days, was much visited by interested students and spectators. I am not sure that the museum problem is as yet solved—here or anywhere else.

Temporarily, the three rooms in the south wing, third floor, were set apart for the Columbian, Washington and Websterian literary societies, and were handsomely furnished by those societies and provided with pianos. Under the inspiration of the larger space afforded by Science hall and the increased equipment, the biological sciences and agricultural courses made a quick response and the number of students in these departments increased accordingly.

The extension of the building known as the mechanical shops to include a heating plant, a foundry with two cupolas (brass and iron) and a well equipped forge shop together with the new heating plant was accomplished at this time. The building at the foot of the hill which had been for some years the central heating plant was now converted into a mining plant under the direction of Professor Thyng. It afforded some 4500 feet of floor space. A stamp mill was installed, also a crusher, a set of rolls, and a set of jigs and a Wilfley table for concentrating. Cyanide vats were also installed and suitable ore bins for practical work were built.

The Commencement of 1900 was one of much enthusiasm for the members of the youthful college. President Joseph Stubbs of Nevada, a man of distinguished ability, gave the commencement address. There were fourteen graduates with the bachelor degree and two in Pharmacy. Governor Rogers was present for the last time and acted as President of the Day at the dedication of Science Hall. N. W. Durham, Editor of the Spokesman-Review, gave an address and Judge Stephen J. Chadwick of Colfax spoke. The president of the college made the dedicatory address. Optimism everywhere prevailed. "It is a period of expansion and the entire college feels the new impulse" was the editorial comment of the *Evergreen*.

While the year 1898-9 had shown no increase in attendance it had demonstrated the need of a larger faculty. Many additions were made to the faculty at this time.

PART OF THE FACULTY IN 1901

E. E. Elliott, B. S. of Monmouth College and M. S. of the Agricultural College of Michigan, was chosen assistant professor of agriculture. Mr. Elliott's undergraduate work had not included agriculture, but after some years engaged in farming in Ohio and taking an active part in the farmers' institute movement in that state, he, rather late in life, had done graduate work and taken a degree in Michigan Agricultural College. In 1902 he succeeded Professor W. J. Spillman, who had been called to the United States Department of Agriculture as head of the department of agriculture and continued in that position until his acceptance of a similar position in the University of Idaho in 1908.

William S. Thyng, E. M., Columbia University, was elected assistant professor of mining. Instruction in mining and metallurgy was mandatory in the original charter of the college and had been provided for under the departments of chemistry and geology, but it was now necessary to make additional provision for that work, particularly for mining proper. The Board about this time sent a memorial to congress asking for the establishment of mining experiment stations in the several land grant colleges and for larger provisions for instruction in that important branch of industry.*

*At about the same time the Association of State Universities was formed, meeting at the same place and about the same time as the Association of Land Grant Colleges and Universities. Its organization was inspired by the separate state universities—that is those that did not come under the provisions of the Morrill Act. This organization also began active work to secure from congress appropriations for mining departments, hoping in that way to become beneficiaries of federal appropriations.

Miss Charlotte Malotte, A. B., of the University of Indiana, who had been an instructor in Latin in the Vincennes University, was elected instructor in Latin. At a later date she was advanced to an assistant professorship and then to the full professorship and headship of the department of Latin. She was recognized as a very thorough and exacting teacher of Latin and continued as a member of the faculty for about ten years.

Up to this date (1899) the office of librarian had not been filled by a professional librarian. For several years Mrs. Van Doren, who had had previous library experience, but no professional training, had been in general charge of the library, with more or less student assistance. After the resignation of Mrs. Van Doren, Miss Miriam Tannatt, daughter of General T. R. Tannatt, had been librarian on full time and with some assistance. With the construction of Science hall and the removal of the museum to that building the fourth floor of the Administration building (now used as a women's gymnasium) was set apart and refitted for the library, and a graduate librarian was employed as head. Miss Gertrude Saxton (now Mrs. A. A. Cleveland) of the Los Angeles Library was appointed librarian. Miss Saxton organized the library very well, considering the circumstances, on the fourth floor of the Administration building and conducted it in an admirable manner until her marriage to Dr. A. A. Cleveland in 1908.

Professor C. V. Piper asked and was granted leave of absence for the year 1899-00 to do gradu-

ate work at Harvard University, and R. Kent Beattie of the University of Nebraska, who for a year had been instructor, was made acting head of the department during the absence of Professor Piper. Mr. Beattie became assistant professor and then professor of botany, and on the resignation of Professor Piper in 1903 to become a member of the U. S. Department of Agriculture, Professor Beattie became the head of that department. In collaboration with Professor Piper he was the joint author of the Flora of South Eastern Washington and adjacent Idaho and later the Flora of the Northwest Coast and contributed other papers giving the results of original research on botanical questions. Professor Beattie resigned in 1912 to accept a position with the federal government in botanical research and has continued with the federal government to the present time. At the time of this writing he is engaged in scientific research for the government of the United States in Japan —a work, I am informed, which will require some two or three years for its completion.

From 1894 to 1898 Miss Ollie Downs had filled the double office of registrar and secretary to the president. Beginning in 1898-9 Loring V. Corner, an alumnus, class of '98, became registrar, Miss Downs' entire time being required as secretary to the president. She continued to discharge the duties of this office very acceptably until 1903, at which time she was married to Mr. Guy Sargeant, a former student.

After six years of useful service J. A. Balmer, Professor of Horticulture, resigned February 5,

1900, and Dr. S. W. Fletcher, Ph. D. of Cornell, a man of large training and considerable experience, was chosen to fill the place. On account of the death of Mrs. Fletcher he resigned in 1902 and was succeeded by Professor N. O. Booth, who came to us from the Geneva, New York, station.

GEORGE GRIMES

An important addition to the official family was made near the beginning of this period by the employment of George C. Grimes as head janitor, who afterwards became Superintendent of Buildings. Mr. Grimes' faithful and intelligent discharge of the duties of that important office for nearly thirty years has made him as much an integral part of the institution as are its buildings and campus. He has commanded the respect and affection of successive generations of students and he has maintained the confidence of the faculty and board of regents. His name will go down for many years in connection with the history of the college.

The growth of the departments of mechanical and electrical engineering demanded an increased faculty. Edwin J. Frost, a graduate of the Michigan Agricultural College, was elected assistant professor of mechanical engineering. After some two years of very satisfactory service, during a part of which time he was acting head of the department, he returned to Michigan to resume the practice of his profession and there became an extensive manufacturer of iron and steel machinery.

PART OF THE FACULTY IN 1901

Mrs. Anna Evenden succeeded Miss Lillian Bolster as head of the instruction in piano. She had studied in London and Paris as well as in Boston and New York and was a highly competent teacher. Later as Mrs. White she was a popular teacher in Seattle for many years.

Miss E. Deane Smith who had been the first teacher in drawing and painting, was at this time succeeded by Miss Willa Woodward.

The health of Dr. Albert E. Egge, head of the department of English, being impaired, he was granted a year's leave of absence, and the temporary vacancy was filled by the appointment of Dr. George M. Miller, fresh from graduate studies at Harvard.

Mr. H. C. Sampson, a member of the faculty of the Cheney Normal School, was invited to become head of the reorganized preparatory department and Professor George H. Watt was relieved from further responsibility in that direction to devote his entire time to the school of pharmacy. A little later Mr. Sampson was granted a leave of absence for study at Harvard University and on his return was made assistant professor of English. He was a remarkably inspiring teacher and while his enthusiasm in a given direction was likely to give way to new enthusiasm nevertheless he was for many years an important educational influence in this state.

Additional instructors also were appointed in the year 1899-00. Several of these were alumni of the State College, their services being required as

instructors, laboratory assistants, or preparatory teachers or as assistants in some similar capacity.

In April, 1899, H. W. Canfield was elected president of the Board of Regents. At the same time George M. Witt resigned, and was succeeded by ex-Senator John B. Allen of Seattle, who, after less than a year's service in which he proved himself to be a wise and deeply interested member of the board, to the regret of all concerned, resigned. On Mr. Allen's resignation in March 1900, Mr. F. J. Barnard of Seattle was appointed to fill his unexpired term. Mr. Barnard, a graduate of Cornell University, had served for about ten years as superintendent of the Seattle schools with distinguished success. For many years after his appointment he continued to serve on the board to the great profit of the institution. Mr. Barnard was very popular with the student body. He seemed to have retained from his own university days an unusual understanding of student life and a sympathy with the undergraduate. General T. R. Tannatt, who from the date of the reorganization in '93 had been a very active and deeply interested member of the board, resigned in the midsummer of 1899 and was succeeded by J. E. Edmiston of Dayton, whose term was cut short by his untimely death on May 9, 1900. Mr. Edmiston was succeeded for a short period by F. W. D. Mays of Pomeroy, whose appointment was not confirmed by the Senate.

In 1899 the college purchased a six-acre tract of land lying just north of the athletic field for the

sum of $275.* This tract included the site of the little lakelet, called Silver Lake, afterwards constructed there. The northern boundary of the college land at that time ran through the middle of the present athletic field.

The Schools are Organized

It was in the third period of development that a new status was given to several important subdivisions of the college work which had been provided for from the opening but which now were more thoroughly organized under the name of "Schools." Among these was the School of Veterinary Science. Degree courses were now established and candidates for graduation with a professional degree in veterinary medicine were accepted. In previous years excellent instruction had been offered in several well defined veterinary courses, but these were looked upon primarily as supplementary to courses in animal husbandry. Well equipped laboratories and operating rooms had been provided, a temporary hospital had been built, and clinics had been conducted. Some students had come to the institution exclusively for the study of veterinary science but hitherto no provision had been made for the training of professional practitioners in veterinary medicine. At this time a complete course leading to the degree of Doctor of Veterinary Medicine was adopted and the faculty of the department was increased; candidates for the degree D. V. M. were admitted and

*This was the first of a series of small purchases of land at low cost intended to round out the campus. More than a hundred such purchases were made at odd times as opportunity offered.

facilities provided accordingly. The curriculum was strictly parallel to those of Eastern veterinary schools, for example, to that of Harvard University, which institution at that time maintained a school of veterinary science. The curriculum at that time in all such institutions throughout the United States was lower both in entrance and graduation requirements than at present, but the same thing was true in practically all of the medical colleges of the land.

The establishment of the school of veterinary science was looked upon as an experiment which ought to be made on behalf of the great livestock industry in the West. We did not then fully appreciate the large per capita cost which it would involve. Had it not been for the superabundant enthusiasm of Dr. S. B. Nelson, the proposal would probably have been rejected on financial ground. The event, however, amply justified the enterprise. It became the only veterinary college of the Pacific Northwest—indeed of the entire region west of the Rockies, for the veterinary college of the Colorado Agricultural College is east of the continental divide. Its curricula were abreast of those of the most progressive veterinary colleges of the United States, and this fact was fully recognized by the United States Bureau of Animal Husbandry. On the first inspection of the U. S. Department of Agriculture it was made a Class A institution. The college of veterinary science has turned out a large number of well prepared practitioners in the Northwest and elsewhere who have placed the practice of this useful profession on a

distinctly higher and more scientific basis. It has had an important influence on the livestock industry of the Western states and state departments and is amply justified by its work. The true measure of its justification is its effect upon the livestock industry and not upon the per capita cost of the instruction given to its students. Dr. Axel Kolling was added to the department and a year or two later Dr. Clarence L. Barnes. In 1902 the first graduating class in veterinary medicine consisting of two members was presented. The members of the first class were Dr. Charles S. Philips of Mt. Vernon and Dr. John W. Wood of Walla Walla.

The School of Pharmacy was now a going concern with Professor George H. Watt at its head and classes coming forward annually for graduation. The graduates, however, were not as yet eligible for the bachelor's degree.

The School of Business under the able administration of S. H. Webster was doing a good work, though its graduates were not granted the bachelor's degree.

Beginning of the Summer School

In the summer of 1900 the first summer school was held. It was called "The Summer Science School for Teachers". In its first session 188 were enrolled. In the preliminary announcement it was stated, "three objects are aimed at; first, the training of specialists in the several natural sciences for which provision was so amply made in the charter of the college; second, the training of science teach-

ers, with special reference to the application of the natural sciences to the industries of life, thus carrying out one great purpose of the land grant colleges; third, the training of teachers in the elementary grades in the scientific method and in the methods and matter of nature study." In connection with the last mentioned purpose, Professor Piper prepared and the college published an admirable nature study bulletin, many thousand copies of which were used in the Seattle, Tacoma and other public schools of the state. With the addition of the summer school, the total enrollment at the beginning of our second period, was over five hundred.

A practical school for artisans was maintained for instruction largely in farm mechanics. The students in this were mature men, usually with considerable experience but with varying degrees of practical education.

The Plant is Enlarged—Morrill Hall

The board of regents, in preparation for the meeting of the legislature in January 1901, planned to secure the erection of two buildings, namely a laboratory building for chemistry (Morrill Hall) and the gymnasium. The work of the chemistry department involved not only an increasing amount of instruction but a large amount of work for the experiment station.

Furthmore, the work of Professor Fulmer as ex-officio state chemist, under the Pure Food Act and Fertilizer Act, had grown to such proportions that the laboratory located in the north

MORRILL HALL, 1901

FERRY HALL, 1899

half of the basement floor of the Administration building was no longer adequate. The new Science hall was full from its opening and there was no other building where additional rooms for chemistry could be provided. It was therefore decided to ask for a building exclusively for chemistry. Knowing the difficulties of obtaining appropriations from the general fund, it was decided to ask for an appropriation to be made from the principal of the scientific school fund. It will be recalled that the college was the beneficiary of a gift of 100,000 acres of land for a scientific school. It was well undertsood that no part of the proceeds of the land received under the Morrill Act could be used for building, but it was believed that the proceeds of land set apart for a scientific school were not so limited. The phraseology of the Enabling Act appropriated the land for the *"establishment and maintenance of a scientific school"*.

What was meant by "establishment", if not the provision of land and buildings and facilities for its operation? At the direction, therefore, of the board, a bill was prepared and introduced into the legislature and passed. The Act authorized the Board of Regents to select and sell four sections of land belonging to the scientific school. Out of this fund $25,000 was appropriated for the construction of a chemistry laboratory. Under the terms of the act, this might be paid out of any moneys already received by the scientific school fund or from the proceeds of the sale of the particular lands selected for that purpose. Plans for the building were at once adopted and the con-

struction of Morrill Hall was begun. Prior to the completion of the building, a decision of the supreme court of the state in a case arising in a suit involving the state normal school lands, held that no part of the principal of the scientific school could be used for buildings. There was not a like restriction upon the interest. An appropriation was made in 1903 for the completion of the building at a total cost of somewhat more than $33,000.

The Gymnasium

Plans were also made for securing an appropriation for a gymnasium. The college already owned enough face brick for the outside walls of the proposed gym, and for the inside brick it tore down the old brick building called The Crib and cleaned them off at small cost. The material on hand and the appropriation of $10,000 secured from the legislature enabled us to build the very creditable building which for so long a time has rendered good service to the institution. We were not able for some time, however, to provide adequate heating apparatus as there was no especial appropriation for that purpose.

The legislature of 1901 also made an appropriation of $10,000 for an extension of the water system, plans for which had been prepared under the direction of Professors Waller and Roberts of the civil engineering department. An appropriation of $5,000 was also made for the construction of a sewer system, the small system first constructed on the campus being entirely insufficient. Professor W. J. Roberts of the civil engineering

THE GYMNASIUM, 1901

ROGERS FIELD, 1910

department prepared the plans and specifications for the new system. The sewer line extended from the entrance to the campus along Maiden Lane to Whitman street then westward down Whitman street across the railway and on down entirely through the town, emptying into the Palouse beyond the city limits. A septic tank on the college grounds as part of the old system partially purified the sewage before leaving the grounds. The city of Pullman made an application to tap this sewer where it crosses State street and proposed to bear the expense of the increased cost of pipe of larger size from that point to the end of the sewer, a proposal which was accepted. The water system, which included the 70,000 gallon water tower for pressure in buildings nearer the top of the hill, with a system of mains and hydrants throughout the campus, was built at a cost of $10,000 in the summer of 1901.

Faculty Changes

At the end of the first semester of the year 1900-01 Professor Darrow, head of the department of mechanical and electrical engineering, asked for a leave of absence to connect himself with a large eastern electrical company and after a brief absence he presented his resignation, Professor Frost being made acting head of the department.

In January 1901, H. V. Carpenter of the University of Illinois was invited to an instructorship in mechanical engineering, and in the following June was elected assistant professor. This was the beginning of the notable career of Professor Car-

penter as a member of the faculty of the State College. On the retirement of Professor Frost, he was advanced successively to a full professorship of mechanical and electrical engineering, acting headship and then headship of the department. After the organization of the College of Engineering in 1917 he was appointed to the deanship of the College of Engineering. For more than a quarter of a century there have been trained under his able administration many men who have distinguished themselves in professional lines in the Pacific Northwest and in other parts of the United States.

A more serious change than that in engineering occurred in agriculture. Professor W. J. Spillman after eight years of service was called to the U. S. Department of Agriculture in December 1901. Professor Spillman had made some interesting observations in his wheat hybridizing experiments which I felt ought to be given even in their unfinished form to the scientific world. In fact these observations were bordering on the rediscovery of Mendel's law which in the next decade was destined to receive such wide spread attention. I therefore arranged with our board and with the proper committee of the American Association of Agricultural Colleges and Experiment Stations that Mr. Spillman should go to Washington to the annual meeting and present his findings. One result was that before he left Washington he was invited into the United States Department of Agriculture of which he has been a member almost ever since. It was a serious loss. He was much respected by the faculty as a pioneer in Agricultural

education and experimentation and was greatly beloved throughout the state for his extension work. It opened up to him a greater field of usefulness throughout the United States. He was succeeded in the headship of the department of agriculture by Professor E. E. Elliott.

The growth of the department of chemistry also required not only the employment of additional instructors and assistants but also led to the employment of a head chemist for the experiment station department of chemistry for the academic year beginning in 1901. R. W. Thatcher, A. M., of the University of Nebraska, was employed first as assistant chemist and then placed entirely in charge (under Professor Fulmer) of the chemistry work of the experiment station. In 1904 Professor Thatcher was made chemist of the station and in 1907 was made director of the experiment station and, at a later period, he was still further advanced.

Internal Stress

A few months prior to the promotion of Professor Spillman to the U. S. Department of Agriculture we had gone through one of those periods of internal stress which come to every college. It was our first. So long as external foes and adverse conditions threatened the autonomy of the institution, the centripetal forces were stronger than the centrifugal. Outside danger meant internal cohesion. Never was there a more loyal faculty to each other and to the institution. Their defense was like that of a group of arctic muskoxen

—horns out in every direction to meet every external foe. But when dangers from without seemed to have been past, the cohesive forces weakened and the centrifugal force gathered strength. There was no lack of loyalty to the institution or its administration, but internal problems enlisted chief attention and were harder to solve. It was in the experiment station that the stress was greatest. The office of President of the College and Director of the Experiment Station had been one from the beginning. I have regarded that combination as having been of vital importance to the very existence of the institution during its early years. It was also a necessary measure of economy. In general it had thus far proved satisfactory to all concerned.

But undoubtedly there was a feeling on the part of some members of the experimental staff that the time was now approaching when the station should have a separate director who should devote his entire time to it. Perhaps some thought it should be some one who was a specialist in one or another of the physical or natural sciences. I was a specialist in administration. This was not an unreasonable point of view; had other conditions been favorable it undoubtedly would have carried with it more weight and it might have been feasible. I had perhaps as clear a conception of scientific experimentation and was capable of as good an understanding of proposed projects of investigation as the members of my staff and had the added merit of being free from bias. Still I had no desire to continue to be director for its own

sake. The large amount of construction during the summer of 1901 (Morrill Hall, the Gymnasium, the heating plant, etc.) with other pressing duties had undoubtedly led me to trust more to personal interviews with each experimenter than to staff discussions of projects and publications.

While the desire for a full time director and more frequent staff meetings and for fuller discussion of the work of each and every department did exist, it is altogether probable that other motives were not wholly absent. In the heart of more than one member the rising hope, well concealed, may have been that in case a change were to be made, the conspicuous fitness of this particular member for the office of director would probably become apparent and there might be achieved the added prestige, power and emoluments arising therefrom. It would also make places for persons who might not aspire quite so high. And the truth is there was more than one of the members of the staff who was well fitted for the office of director should a vacancy exist. In fact I have understood that this thought occurred and that it had been agreed that no one should press his own or anybody else's fitness for the directorship in the case of a change.

A committee of the staff came to talk the problem over with me and it was discussed with great frankness and without heat. After the discussion I invited them to state their views freely to the board and arranged time and place for the discussion. After due consideration the board decided that the time was not opportune for this

stage of our development. It was pointed out that it would cost more money in salaries and traveling expenses and office help, and we had no money to spare unless it was absolutely necessary. Besides, if an election of director were to be made among the men already on the staff obviously fitted to undertake the office, the equilibrium in the station staff and faculty would be upset, requiring many modifications. I expressed my readiness for the change if, under the circumstances, the board deemed it desirable and a wise thing to do. The decision was adverse. A deliverance on some of the points discussed was placed on record. This is of so much importance that it is set forth in the appendix.*

On its visit, the staff had discussed with me the weight which should be given to the opinions of members of the staff on projects, policies, publications and such like things. The view was expressed that staff meetings should be more frequent (which was correct) and that the judgment of the majority of the members of the staff should determine the action of the staff on all subjects; in other words that it should be staff direction instead of director direction. Finally the question was put to me frankly.

"President Bryan," said one member, "if the opinion of all the members of the staff on an important question were on one side and your opinion were on the other, which would prevail and decide the matter?"

"Mine," I replied promptly and just as frankly.

*See Appendix E.

A flushed countenance revealed a strongly dissenting view of the matter.

"Now such a case could scarcely arise," I continued, "for we are all reasonable men, and our judgment is based on the same set of facts in the case and on reason. What your question really is," said I, "is 'where does the ultimate authority rest, with the staff or with the director?' I answer unhesitatingly 'with the director', for that is the fact. That is the rule laid down by the board with the instruction "we will hold you, Mr. Director, responsible for results and we have clothed you with corresponding authority as director.' The situation in the directorship and staff is comparable to that of the general and staff in the army or the president and cabinet. Whether, abstractly it is the system which ought to prevail, it is the system which does prevail."

Rather rueful faces greeted this reply which was not made harshly and, apparently, did not provoke anger. We went through this brief period of internal stress with mutual respect and confidence and with perfect loyalty on the part of the staff. There was undoubtedly in the minds of most of the members of the staff a conviction that the director should be merely the chairman of the staff. The decision of the board in this case is given in Appendix E. The decision forms a precedent which is a matter of historical importance.

The Gymnasium was completed in the fall of 1901. Near the end of the semester its completion was celebrated by a great "Assembly Ball" at which our neighbors in the Inland Empire from

Spokane to Lewiston and Walla Walla joined in the rejoicing and made it a joyous occasion long to be remembered. The athletic association put on an athletic entertainment soon after, the proceeds of which went far toward equipping the new gymnasium. The reaction of such events as these on the young life of a pioneer college cannot well be realized by anyone who has not gone through such experiences. It enabled us, too, to begin the realization of the health and physical development program to which we had been looking forward eagerly. It was not until two years later (1903) that we obtained the appropriation for the small hospital building, the counterpart of the gymnasium in the health program. It is a coincidence that more than a quarter of a century later gymnasium and hospital follow each other in the same order.

In November, 1901, our first active steps were taken for securing either a separate or a branch post office. Senator Addison G. Foster then a member of the senate aided us effectively in forwarding our plans to that end—plans which were not realized for some seven or eight years.

The Development of Music and Fine Arts

From the very opening of the college in 1892 an interest in opportunities for musical instruction had been made manifest among the students and some provision had from the first been made to supply this need. Mention has already been made of Miss Lillian Bolster and Mrs. Anna Evenden, teachers of piano, both with superior training and

of Miss E. Deane Smith, first art teacher and of her successor Miss Willa Woodward. The development of a school of music, however, did not begin till after the turn of the century and then slowly.

The relative isolation of the college impressed upon us very early the greater need for provision for instruction in music and the fine arts of a high order as a cultural element—the more necessary because the college was primarily devoted to science and technology.

"What! Music in an agricultural college?" exclaimed one of the critics whose vision did not rise above the pigsty and the cow barns.

"Yes," I replied, "There if anywhere. If we were in Boston we would not need a music department. Here we cannot do without it."

In 1901 Mr. W. B. Strong, a college graduate who had studied music in both this country and Europe and who had had much experience as a teacher of both the theory and the art of music, was engaged as conductor and teacher of band and orchestra and musical theory. His wife, Mrs. Kuria Strong, was employed as teacher of voice. Mrs. Strong's connection with the college continued until 1921, during which period she developed many superior voices in addition to her excellent work both with individuals and choruses. Professor Strong was an indefatigable worker, greatly beloved by his students, who in addition to his other duties trained the Glee Club through many seasons.

Nothing in the history of music in the State College in the long run proved to be of greater im-

portance than the advent of Mr. Herbert Kimbrough, now Dean of the School of Music, in 1902. In addition to his talents as a teacher of piano he developed rare managerial ability which, in due course of time, led to the establishment of the conservatory and the bringing together of a musical and art faculty of much merit. The school of music in its more complete organization dates from about 1907.

A Gift to the Campus

Campus Park lying to the north of the college campus was laid out by a company in 1902. It was intended as a park for private residences for faculty people and hence the narrow, winding streets and ways this side of Colorado street, some of which have already been obliterated. The company, composed of J. W. Stearns, E. A. Bryan, W. Harvey and N. W. McGee, presented to the college, Block 8 extending from the B street entrance to the music conservatory. Prior to that time the campus line ran within ten feet of the steps of Stevens hall and through the middle of McCroskey hall.

The resignation of Registrar L. V. Corner in 1903 was followed by the appointment of Mr. F. F. Nalder to that office. On graduation in 1901 Mr. Nalder had been awarded a scholarship in Columbia University where in the following June he received his Master's degree. After a year of employment in one of the large publishing concerns in New York, Mr. Nalder entered upon the duties of registrar and served in that capacity for several years.

Financial Distress and Cramped Quarters

This year (1902-03) was one of increasing financial distress on the part of the college and it became evident that the funds would be entirely exhausted by the first of January 1903. It was therefore necessary either to temporarily close the institution on the first of January 1903 or to secure from the state legislature an appropriation for the remainder of the fiscal year. It was decided to place the responsibility squarely on the shoulders of the legislature, and therefore at its opening in January a frank statement of the case was made. This was the only alternative that could be considered. A careful estimate showed that the lowest sum which would carry the college through to the end of the fiscal period (March 31st) would be sixteen thousand dollars. That sum was asked and was granted by the legislature. There was some attempt to make political capital out of the incident but the legislature met the emergency in a satisfactory manner. To Dr. G. B. Wilson, state senator from Whitman county, we were chiefly indebted for the outcome.

The Creamery building, which stood where the cattle barn now stands, had been burned, this being the second serious fire which had occurred in the history of the college. An appropriation was therefore made by the legislature of 1903 for rebuilding it. With the money received a dairy manufactures building was constructed nearer the other buildings for the sake of convenience. This is the building which is now used by the School of Mines for a portion of its work.

College Hospital

The Legislature of 1903 appropriated a small sum for a college hospital. No single appropriation has ever contributed so much in proportion to its cost to the welfare of the students as this cottage hospital. For twenty-five years in both the cure and the prevention of disease among students it has been a wonderful agency for good.

An appropriation was also made for the erection of a livestock pavilion which is still in service. The total appropriations received in 1903 were $158,000 of which $110,000 was for maintenance. In addition to this there was of course available the federal appropriations and also the income of the college farm, fees, rental of the dormitories, etc.

At this time it was ascertained that the permanent scientific fund of the college amounted to $32,741.67 but that none of it had thus far been loaned out or was producing revenue. A similar lack of care had been followed by the land commission relating to the agricultural college permanent fund. From this time forward these funds were loaned as prescribed by law and began to produce revenue for the uses of the college. A small appropriation made by the legislature in the winter of '03 was for the purchase of a strip of land lying along the front of the campus between it and the east line of the city. This had originally been shown on the plot as a city street but was outside the city limits. The purchase of this strip was deemed necessary to the welfare of the college, for it was crossed in five different places by walks,

drives or pipe lines all of which were necessary for the institution. At the same time a little triangle forming a part of Maiden Lane just where the archway entrance built by the class of '05 stands was vacated by the city for the uses of the college.

In the spring of 1903 U. L. Ettinger of Colfax was appointed regent as the successor of J. W. Stearns, and Senator J. P. Sharp of Ellensburg as successor to H. W. Canfield. Senator H. D. Crow of Spokane was elected president of the Board and Mr. Ettinger treasurer. The other Board members at that time were R. C. McCroskey and F. J. Barnard.

COLONEL EDWARD KIMMEL, U. S. A.

In 1903 Captain Edward Kimmel, U. S. A., was detailed as professor of military science and tactics and commandant of cadets. Captain Kim-

mel, who was graduated in the first class ('97), had entered the regular army in 1898 during the Spanish War and had served in the Philippines. Returning from the Orient about 1900, he was assigned to Fortress Monroe for further study and at this time was made commandant, serving from 1903 to 1907. The term of military service of Captain (now Colonel) Kimmel was a period of wholesome development of the military department of the institution.

Charles V. Piper

In 1903 Professor Charles V. Piper was called to the U. S. D. A. as agrostologist. He had been with the State College just ten years and it had been ten years of most intensive work. He was the centre and soul of our biological progress during that decade. His loss to us was serious, but his new connection permitted him to render greater service to science and to some of its applications. The college herbarium, which is easily the largest collection of the flora of the Pacific Northwest, has in it many of the type specimens of species first described by him or his coworkers under his supervision. It will remain a monument to his devotion to science. Professor Piper died February 11, 1926. A competent writer in commenting on Professor Piper's career just after his death said:

"As a scientist, Dr. Piper was nothing less than brilliant. He not only had a remarkable comprehension of all biological and closely related sciences, but he was also an active, creative investigator—a man with a marvelous scientific vision. By training and predeliction he was primarily a bota-

nist, but his study and research covered the field of entomology and other branches of biology as well. He was a prodigious worker who knew no relaxation; and while he thoroughly enjoyed play, to him the best kind of recreation was more work. This characteristic ultimately exhausted his store of energy and greatly shortened his span of life." The same writer adds: "Dr. Piper's scientific publications are numerous—in all upward of 130, comprising books, bulletins, papers given before scientific societies, and magazine articles. These cover a variety of subjects including botany, entomology, zoology and agronomy. His writings are of the highest order."

Professor Piper's discovery and introduction of Sudan grass was as much a triumph of scientific vision as it was a practical contribution to American agriculture. His career is one of the finest examples of the possibilities of the agricultural college to industry and to the education of the industrial classes.

Domestic Economy Established

Miss Edith McDermott

The development of the work in domestic economy, or home economics as it is now called, had been deferred until such time as the finances of the institution would permit its being established on a sound and permanent basis. With the increased income of 1903 the Board felt that while it

must, in justice to all concerned, make some small increases in the salaries of members of the faculty, it could not longer defer establishing more satisfactorily the work in this modern field of science. Up to that time nothing had been done elsewhere in the state in instruction in home economics. Accordingly, Edith F. McDermott, of Pittsburgh, Pa., a graduate of Drexel Institute, was chosen to organize and develop the work in domestic economy. Miss McDermott had previously organized the department of domestic economy in the agricultural college of Michigan and was well fitted both by education and experience for this task. The earliest collegiate work in domestic economy in all of the institutions offering courses in that science were largely empirical and practical in their nature. This was true in the great universities such as Cornell as well as in the specialized schools such as Pratt and Drexel. It was perhaps fortunate that the work began in that way. At the outset "courses in domestic economy" were offered at the State College which did not lead to a degree. Laboratories were well fitted up in Morrill Hall (the chemistry building) and the work in both domestic science and domestic art well provided with facilities for instruction. This work was temporarily placed under the headship of Professor Elton Fulmer of the chemistry department, for purposes of organization. Two years later, so rapidly had the demand in these courses developed, Domestic Economy was organized as a department leading to a degree. Miss McDermott became the head of the department, and three assistants were pro-

vided. In 1906 the first graduate of this important department (now college) was presented for the degree B. S., in Domestic Economy. Miss Gertrude McKay had previously taken a B. S. degree in Botany.

During the academic year, 1903-1904, Mr. A. L. Melander was elected entomologist to succeed R. E. Snodgrass. Mr. Melander's preparation had been made in the University of Texas and the University of Chicago. His work as a promising young entomologist was already well known to the department of entomology of the federal government and he was strongly recommended by it. After his appointment Mr. Melander, for more than twenty years rendered to this college distinguished services in his chosen field of study. During a leave of absence he received his doctorate from Harvard University. His research work attracted attention throughout the nation and had great economic value, particularly to the Pacific Northwest. In 1926 Mr. Melander resigned to accept an appointment in the same field in the College of the City of New York.

In the fall of 1904 Professor W. G. Beach (now of Stanford University) was made head of the department of economic science and history, and I was relieved of further teaching responsibility. Mr. Beach had been associate professor since 1901 and had had some able assistance. During the first ten years of my term of service I carried a teaching load in this

W. G. BEACH

department in addition to my executive duties as president of the college and director of the experiment station. I had always enjoyed teaching thoroughly and did not for many years feel the strain of long hours and intensive work. Fortunately I possessed the faculty of the quick discharge of any subject in hand and quick attention to the next, whether these subjects related to teaching, executive duties, college discipline, or the general situation. Nevertheless, I had long felt that the increasing duties of the office forbade that I should continue longer than absolutely necessary either as teacher or as director of the experiment station. It was indeed a joy to know that I could turn over my duties and responsibilities as head of the department of economic science and history to a man of the fine ability and great wisdom of Professor Beach.

A personal incident in this connection illustrates the fine conscientious spirit of Professor Beach. It is well known in faculty circles that Professor Beach leaned quite strongly to the "liberal" point of view relative to our social and political organization. While he could not properly be described as a Socialist, he had some tendencies in common with those who held that point of view. On the other hand it was well recognized that I was pretty conservative in the interpretation of economic, social and political organization and phenomena. Therefore, when I invited Professor Beach to take the headship, his tender conscience raised in his mind a doubt as to whether or not he should accept. He mentioned the point to me and

I promptly replied that I not only wished very much that he would accept the appointment but that I had not the slightest hesitancy in asking him to do so. "I know that you are a scientist," said I, "and that in your teaching you will approach the economic, social and historical problems involved from the point of view of the scientist and not from that of the propagandist, and I have no fear of the results. I would not invite a propagandist nor would I tolerate the propaganda, no matter what it was about. You will teach your students how to think and find the truth and will be concerned with that chiefly and with the methods of research, and I am glad to entrust to you the department which I deem so highly important to the college and to the public welfare." Professor Beach accepted the appointment and served acceptably until he was called to the University of Washington. Believing that Mrs. Beach's health would be better in a lower altitude, he accepted the appointment and served there until his recall by President Holland several years afterward.

A Reconnaissance of the Okanogan Land in 1904

The State College owned about 8000 acres of irrigable land lying in the angle between the Okanogan and Columbia rivers. The land was susceptible to irrigation from the Methow river and other sources of water supply which at that time had not been appropriated. The college also had a large amount of agricultural land in Douglas County. Some information as to the character of

these irrigable lands had already been secured by the board of regents through Professors Waller and Roberts and others but additional information was desired. I was sent accordingly in the summer of 1903 to make a hasty reconnaissance of these lands. My report is embodied in the minutes of the board of regents. I recommended that the irrigable lands in Okanogan County be withheld from lease or sale if possible until all such land could be put under water as a single irrigation project, and that a plan should be adopted to secure that result.

The inspection of the Douglas County land was made under the guidance of Mr. George Hendricks of Waterville, a man whose knowledge of land was very remarkable. My recommendation in this case was that, whenever application was made for the sale of any of this Douglas County land at the minimum price (ten dollars per acre) the land be sold. My theory was that settlement of the choicest portion of this land would enhance the value of the remaining land and thus enable the institution to receive a satisfactory price. Our recommendation as to the land near Brewster was adopted and a serious attempt was made by the Board to carry out the plan. The recommendation, however, as to the Douglas County land was rejected, and the land commissioner was asked to withhold the sales of the Douglas County land as far as possible until further advices from the board of regents. I have reason now to think that my judgment in both cases was correct.

In brief, the plan proposed for the Okanogan project was that the board of regents should be authorized to enter into contract with any person, firm or corporation for the irrigation of all of the land at so much per acre on the following condition: That the corporation undertaking this task of putting the land under water should have a lien upon the land for the cost of irrigation. On careful estimates made by competent engineers received at that time it would have been possible to place the waters of the Methow river above the land at an approximate cost of less than fifty dollars per acre. The construction company would also have had the opportunity of acquiring some seven thousand acres of adjacent irrigable land to develop along with the project. The plan suggested followed closely the Carey Land Act, under which a contract had recently been made for the irrigation of arid land in the Yakima valley.

In 1905 this plan was proposed by the board to the legislature. There was a precedent involving similar legal principles and methods of procedure which had already been successfully carried out in filling the tide flats near Seattle. Opposition at once developed from the commissioner of public lands, who was very influential with the granted lands committee. He expressed approval in a general way of the system proposed but was opposed to doing it through the instrumentality of the board of regents of the State College. The land commissioner's recommendation prevailed; the office of land commission was substituted in the bill for board of regents, and no attempt was made

after that time to provide for the irrigation of these lands in a single body. Some time after this it was discovered that a considerable portion of these lands had been leased for pasturing purposes at two cents an acre, the lease carrying with it certain preferential rights of purchase and other privileges. The Board of Regents requested the land commissioner to keep it informed as to any application for the sale of these lands. Fortunately this lease holder gave up his lease.

Still nothing was done to provide for a contract for the irrigation of the lands in a body. By the merest accident it was discovered that all of these lands were advertised in an obscure paper for sale on a single day the same to take place at Conconully, county seat of Okanogan County. They were appraised at ten dollars an acre, the minimum at which they could be sold. It was also discovered that a company had been formed for the purpose of obtaining title to these lands and developing an irrigation scheme. The expectation, of course, was that the lands would sell at the minimum appraised price of ten dollars per acre, with a small payment down and the remainder to be paid for in installments through a series of years. At that particular time available irrigable lands were in demand and irrigation schemes were rife throughout the state.

The Board of Regents at once objected to the sale, alleging that the appraisers had not taken into proper consideration as required by law the availability of the land for purposes of irrigation. A newspaper controversy followed in which consid-

erable acrimony on each side was displayed and in which there was much publicity. The result was that the sale coming off within a period of thirty days after the controversy arose was attended by persons from many parts of the United States or their representatives and the land brought an average of more than thirty dollars per acre. Most of the land in the Brewster tract was sold at this sale.

The results which followed were most unfortunate. The essential thing in such cases is that the entire large body of land may be under the direction of a single authority so that there may be no disagreement and a project may be carried out at once successfully upon its merits. Had the plan proposed by the Board been adopted there can be no question that this eight thousand acres together with some seven or eight thousand acres more would have been under contract at a fairly reasonable price; the land would all have been under water at about that period when its development could have been made in the most satisfactory way, and the history of the project would have been very similar to that of the Twin Falls project in Idaho, for the land was of superior character and the climate unsurpassed for purposes of fruit raising. As it was, the owners each paying a small portion of the purchase price and all scattered far and wide throughout the country, subsequent attempts to get them all together in the undertaking of an enterprise proved largely futile and the development of that section of the state has materially been interfered with in the long and painful history of the development which has followed.

The plan proposed by the Board of Regents would undoubtedly have led to a rapid and satisfactory development of that portion of the state and at the same time would have materially increased the resources of the institution beyond that which resulted from the method pursued.

Need for Buildings in 1905

It was a serious misfortune to the college that appropriations were not made for very much needed buildings by the Legislature of 1905. The growth of the college was steady and rapid, and facilities were not adequate. The ends of hallways were partitioned off, the college auditorium was used as a classroom and every other nook and corner that could be made available was made available to meet the demands of its growth, but without success. Finally it was determined to build a temporary four-room shack which should be well lighted and could be well warmed and which might serve as four classrooms of a temporary character. This shack was built where the hydraulic laboratory now stands and served an excellent purpose for a few years. It was then moved away and, with the partitions removed, has served for several years as a carpenter shop.

In a similar manner a dining hall was built. The dining hall in Ferry being crowded beyond capacity and that in Stevens also being entirely full, the demand for boarding in outside places increased so rapidly that the price of boarding, especially on College Hill, arose accordingly until it threatened to be a permanently restraining force in

the growth of the college. The policy of the management in Ferry Hall had led to the gradual accumulation of a surplus until it exceeded a thousand dollars. Ordinary prudence had required the maintenance of a small surplus until this sum had been reached. A recommendation was therefore submitted to the Board of Regents to increase the boarding facilities by the erection of a cheap separate dining hall nearer to rooming houses in order that the price of board might be kept at a reasonable amount. Accordingly with the approval of the board a small wooden structure was built on the corner of the campus on Maiden Lane a little west of where the archway now stands. It was capable of taking care of some fifty persons. It was immediately filled to capacity. It had the desired effect upon the cost of living and for several years, indeed, until the rise of fraternities, it supplied the need, and continued to serve the student body very efficiently.

The Irrigation Code Commission

One of the deepest obligations resting on the State College was its service to agricultural development. Governor Henry McBride appointed me as a member of the first irrigation code commission. He doubtless did this recognizing fully the important relation which the State College bore to the agricultural development of the state. Irrigation depends fundamentally on the appropriation and beneficial use of water. The law of "riparian" rights as applicable to humid regions had found its way into early court decisions of Washington, as it had in California, and endless

litigation and injustice were the result. Hoping to provide a remedy the Legislature of 1903 had made provision for an Irrigation Code Commission. The other members were Senator Harold G. Preston of Seattle, John A. Shackleford of Tacoma, Charles P. Lund of Spokane, Austin Meyers of Ellensburg.

Considerable time was given to the research and to the preparation of the report of the code commission. A very thorough study of existing codes in other states of the Union and in foreign countries and an examination of the existing situation in the state of Washington was made by the commission. The work already done by Professor O. L. Waller of this college and other members of the institution was found to be very useful and instructive in the preparation of this code.

A code which was believed by its authors to be very excellent was prepared and submitted to the ensuing legislature. It did not have even the ghost of a show to pass. Protests arose from a hundred different sources. The code necessarily involved the adjudication of existing water rights on the various stream areas of the state and the substitution as far as possible of a wise and just system of appropriation for the obsolete riparian doctrine. The adjudication to determine existing rights necessarily would involve a suit in which all present owners of water rights would be defendants. This seemed to many of them to be an attack on their rights and upon their claims, and, in many instances, undoubtedly it would have been found that the actual rights were not com-

mensurate with the claims to water. The plan provided that a proper commission of competent engineers with semi-judicial powers should go upon the several stream areas, ascertain the actual facts in the case in which beneficial use of the water should be an important principle, and make a finding. This finding should be submitted to the court in the form of a friendly suit in which all claimants should be defendants. "What!" exclaimed its opponents. "A law suit with seven thousand defendants! Would you ruin this state by plunging its citizens into such a huge lawsuit?" So the proposed code was relegated to the rear to be brought up on a later occasion. The attempt to form a code was renewed and continued. The college was represented for several years on all succeeding code commissions by Professor O. L. Waller, whose extensive knowledge of irrigation, irrigation engineering and irrigation law enabled the college to contribute greatly through him toward the solution of the difficult problems involved.

The short periods for which Dr. Fletcher and Professor N. O. Booth served in the horticultural department were fortunately followed in 1905 by the long career of Professor W. S. Thornber. On the retirement of Professor Booth, horticulture and forestry had been merged with agriculture under the headship of Professor E. E. Elliott. They so remained for several years thereafter. In the spring of 1905 Professor W. S. Thornber, M. S., of Cornell University, was elected professor of Horticulture and Forestry. Mr. Thornber had

taken his undergraduate work at the agricultural college of South Dakota and in addition to his graduate work had had some experience in teaching.

Professor Thornber brought a new enthusiasm to horticultural studies and the horticultural development of the college at a very opportune time. It had long been known that the soil and climatic conditions of the state of Washington were especially well adapted to the cultivation of fruit and good progress had already been made in that important branch of agricultural industry. With a large measure of control established over the codling moth and the San Jose scale resulting from the work of Piper, Jenne, Melander and others the interior valleys of the state were surging forward rapidly toward a premier position in fruit production and especially in apple production. The result was a very fever of enthusiasm during the next few years in the study of horticulture, the plantation of orchards, and investment in orchard lands. The number of students enrolled in this subject at one time was equal to or greater than in any other subdivision of the college. One result of this condition was a return to the original organization of a separate department of horticulture which continued until the organization of a series of deanships in 1917, when all phases of agricultural education and experimentation were again brought under the executive management of a single head—the dean and director of the agricultural college.

REGENTS OF THE COLLEGE

The College Receives a New and Better Name

The Legislature of 1905 finally granted the application of the Regents of the college for the change of the name of the institution from its long, cumbersome and misleading title consisting of fourteen words to the present short, crisp, significant name "The State College". This was the fourth session in which this subject had been before the legislature. The proponents of the original act of 1890, by which the college was chartered, desired to affix the name "The State School of Science", having in mind the two land grants, one for a scientific school and one for a college of agriculture and mechanic arts, and desiring some generic name which should indicate the functions of these important parts of the institution. The authors of the bill, however, yielded to pressure and accepted the name "The Agricultural College and School of Science". The amended charter of 1891 changed this name to "The Agricultural College Experiment Station and School of Science of the State of Washington". Very naturally in use this was abbreviated into "The Agricultural College" or oftener still to "Pullman College". In common with like institutions throughout the United States it was soon found that the name was misleading and a hindrance to the fulfillment of the very functions of the college prescribed by both state and national law. People would persist in a wholly erroneous interpretation of the functions of the college, thinking that it was confined to instruction in farming and having a total miscon-

ception as to what instruction in agriculture involved. So it was not only to the other important functions of the college but to agriculture itself that the name proved misleading and a hindrance and a grave injustice.

A bill was introduced into the legislature of 1899 by Senator Herman D. Crow of Spokane and referred to the committee on educational institutions. This bill provided that the name should be changed to "Washington State College." This was amended in committee to the name "The Washington School of Technology". As thus amended the bill passed the Senate 28 to 0, six members being absent and not voting. In this form the bill slept in committee. Senator Crow introduced a like bill into the legislature of 1901, a choice of four names having been suggested by the board of regents. These were:

"The State College of Agriculture, Mechanic Arts and Applied Science"; "The State College of Washington"; "The State College of Applied Science"; "The Justin Morrill College".

The bill again passed the Senate with the title "The State College of Applied Science", the vote being 29 to 0, five members being absent. The house committee on education recommended that the bill pass but it did not come to a final vote.

Again in 1903 Senator Crow introduced a bill to change the name to "The State College of Applied Science and Technology". This was amended to "The State College of Washington" and passed the Senate 23 to 12, opposition at this time having been aroused. The House committee

recommended that it pass as amended but it did not reach the final stage.

Again in 1905 bills were introduced in both house and senate to change the name to "The State College of Washington". The house bill was introduced by Hon. E. E. Smith of Whitman County and was referred to the committee on agricultural colleges, of which the Hon. Peter McGregor was chairman. The house bill (No. 82) was passed by a substantial majority, and later the same bill was passed by the senate and signed by Governor Mead.

The persistent pressure of six years by the friends of the college for a change of name was finally rewarded. There had, however, been some bitter opposition both within and without the legislature, particularly without. The opponents were of two types: those who had feared that a change of name meant a change of function; and those whose prejudices made them enemies of anything which would lead to the proper growth and development of the college. The fears of the first group were not well founded, for the law specifically provided:

Section 2 "Such change shall not be construed to indicate any change in the purposes, functions or work of said institution but the same shall be and remain as provided for by law."

Section 3 "All rights, privileges, and immunities and obligations of the Washington Agricultural College Experiment Station and School of Science shall continue to the State College of Washington."

From 1899 forward the board of regents had persistently and consistently presented the recommendation that the name should be changed, either to make it more truly descriptive of the real functions as provided by state and national law or to secure a simple title that should indicate its relation to the state and to its general character; namely, that of a college. It is the *law* and not the *name* that determines the functions and limitations of an institution. It is futile to attempt in a name to give a catalog of its purposes and objects. The name had been very misleading here and elsewhere in that it picked out one of several distinctive functions and purposes which the college must fulfill. In particular it had omitted the other great twin purpose and essential function of the institution; namely, its function as a college of the mechanic arts, a function equal in importance and in legal sanction.

The foes of the institution had their reasons for opposing the change of name. The friends of the college were bitterly assailed in the press for advocating a change of name and were accused of "departing from the original purpose of the law" and of seeking to build up a "university" and other like faults. It is worthy of note that the apprehensions of many friends of the institution who feared that the name would lead to a neglect or subordination of those functions relating to agriculture were doomed to disappointment. It is a matter of recorded history that it did not so affect the work of the college but that on the contrary from the date of the adoption of the new

name in 1905 until the year 1917, the year in which the great struggle for the modification of the law occurred, no change of function took place. Not only did these functions remain the same as originally set forth in the law, but instruction in agriculture and horticulture increased in importance as indicated by every measure which can be applied, whether number of students enrolled, number in the agricultural faculty, amount of money expended or public interest in agricultural education. The next ten years saw the high water mark in enrollment in agriculture and horticulture.

An interesting episode followed the enactment of the law changing the name. This was the application of many alumni for the issuance of duplicate diplomas under the new title. This petition was granted, the duplicate diplomas being issued "As of the class of_____" the year of actual graduation being inserted in the blank.

In the spring of 1905 Mr. J. J. Browne of Spokane succeeded Senator J. P. Sharp of Ellensburg as a member of the Board of Regents. Mr. Browne, a pioneer of Spokane, had been one of the most active friends of education in the state and had served on the board of regents of the state university, the Cheney Normal School and the Spokane school board for many years. Few, if any, laymen in the state have contributed so much as Mr. Browne to the development of public education in this state. At the same time the Hon. Peter McGregor of Hooper succeeded Senator Herman D. Crow as a Board member, Senator Crow having

been elected a member of the supreme court. Dr. J. S. Anderson of Asotin at the same time succeeded Hon. R. C. McCroskey as a member of the Board of Regents. Dr. Anderson was a Methodist minister who had for many years been a wise and honored leader in that denomination in the Pacific Northwest. Mr. McGregor was a large land owner and flock master and was serving his first term in the lower house. He promoted the passage of the bill for a change of name which finally became a law. In several sessions of the house and senate Mr. McGregor displayed a rare ability to be on good terms with legislative members regardless of party and to forward to successful conclusion legislative measures in which he was interested.

At the June meeting of the Board in 1905 Professor R. W. Thatcher was placed in virtual charge of the chemistry work of the experiment station, the title of Director of the Chemical Laboratories being at the same time bestowed upon Professor Fulmer.

At this same meeting there was laid before the Board of Regents again the question of the directorship of the experiment station. I desired, if possible, to be released from that office. The matter of making this change and of a possible successor was thoroughly discussed. It was agreed that the end sought was desirable but that the decision to elect a director be still further postponed.

The total appropriation made by the legislature of 1905 was $165,000, notable from the fact that the first appropriation from the agricul-

tural college current fund was made available at this time in the sum of $5,000. An unfortunate precedent was thus set of making biennial appropriations of the current agricultural college and current scientific school funds. Under the terms of the enabling act these funds are set aside for the exclusive use and support of the institution and are undoubtedly available without further appropriation whenever paid into the fund. The provision that no money shall be paid out of the state treasury except pursuant to appropriation and that appropriations must be biennial are not applicable for the reason that these funds are not of the treasure of the state but of the institution. The treasury is the custodian of these as of a trust fund.

In the matter of buildings, the legislative session of 1905 brought heavy disappointment to the college. Under pressure for improvements at penal and eleemosynary institutions the educational institutions were pushed aside notwithstanding that four years had already elapsed since any relief was given and that the school had developed rapidly.

A New Plan of Securing Buildings

Disappointed in not securing appropriations for needed buildings in 1905 we built a temporary four-room wooden structure and a small temporary dining hall for fifty students. The plan of securing buildings through the enlistment of private capital which it was not deemed feasible or opportune to secure by state appropriation was first employed in 1905. The college was face to face

with a housing problem as well as the problem of securing rooms for recitation, and there was no hope that the state would meet the need of the institution by the erection of additional dormitories. A proposal was therefore submitted in the annual report to the Board of Regents, 1905, that the college should offer to private capital to lease for a period of ten years a small dormitory building in accordance with the plans and specifications submitted by the Board, and on a similar plan a conservatory of music, the lease to be for ten years on a basis of ten per cent net to the owner on the prime cost of the building, the college to keep the buildings in good repair throughout the entire period. This plan was approved by the board of regents, and a formal proposal by private parties to erect a musical conservatory was received and accepted.

An inexpensive wooden building containing sixteen practice rooms just large enough for a piano, six studios for teachers and an assembly room in which band, orchestra or glee clubs could meet, or small recitals be held, was built and leased by the board for a period of ten years. This is the building known for many years as the Music Conservatory. At the expiration of this time the lease was extended five years on the same terms, and later the building and the land on which it stood were purchased and now belong to the college. The plan was designed to yield valuable space to the college itself and a reasonable profit to the persons who furnished the money. It was quite certain that no legislature would vote money for a music conservatory—particularly so when many

other buildings were deemed necessary. By charging a small rental for the small practice rooms, it was possible to make each of these sixteen rooms yield ten dollars per month or a total of a hundred and sixty dollars per month for the building, a sum quite sufficient to pay the interest on its cost and keep up the expenses of the building and render the service to the students at low cost without burden to the tax payers of the state. The plan was wholly successful and has since been expanded and important additions have been made to the conservatory.

At the time adequate capital was not forthcoming for the building of a dormitory, but two years later a somewhat modified plan was employed for the construction of the "Cliff House." Owing to circumstances, which need not here be recited, the plan did not work out so successfully. It remained therefore in abeyance several years when finally the plan undertaken on a larger and more complete scale was employed in the erection of Community Hall and the other splendid buildings which now are adjacent to the campus.*

The resignation of Nancy L. Van Doren was accepted at the commencement meeting of 1905 and the honorary degree of Master of Arts was conferred upon her, an honor to which both her scholarship and her long and useful career in the cause of education amply entitled her. The honorary degree of Master of Arts had been conferred on Professor Charles A. Barry of the Foreign Language Department for like reason two years earlier.

*This plan is feasible only for revenue producing buildings. All others should be built from appropriations or gifts.

His was the first honorary degree bestowed by the college under provisions of the law. In 1905 the degree L. L. D. was conferred on the Chief Justice of the Supreme Court of Washington, the Honorable Mark A. Fullerton. Judge Fullerton, a native son of the Pacific Northwest, had been a distinguished member of the Bar and of the Supreme Court and the State College was happy to honor itself in honoring him. The college has been very sparing throughout its entire history in its conferring of honorary degrees. The degree L. L. D. was conferred on Honorable Herman D. Crow, Justice of the Supreme Court of Washington in June 1908. Judge Crow had prior to his membership in the Supreme Court of the state served in the state senate and as a member of the board of regents of the State College.

In 1905 Charles A. Isaacs of the University of Indiana was elected assistant professor of mathematics, W. A. Linklater made assistant professor of agriculture, and George Severance, professor of agronomy. It was at this time that a chair of education was established and Mr. H. C. Sampson, assistant professor of English, was appointed to fill this position. For some years prior to this, provision had been made for instruction for those who desired to teach, the subjects offered being given under the title, "Courses in Education". It was not, however, until two years later that the work in Education was organized into the Department of Education.

In 1905 the faculty petitioned the board of regents to organize the work in music by the estab-

lishment of a "School of Music," and to offer a curriculum leading to the degree of Bachelor of Music. The petition was granted and the curriculum approved. At the same time on a similar recommendation of the faculty courses were added in pharmacy and the degree of Bachelor of Science in Pharmacy was established.

Edith F. McDermott was advanced to the professorship of domestic economy and a curriculum leading to the degree of Bachelor of Science in domestic economy established.

Charlotte N. Malotte was advanced to the professorship of Latin and in the following year to the headship of the Department of Latin. The professor and one instructor were sufficient to care for both preparatory and collegiate Latin, including the highly specialized "Pharmacy Latin."

With the beginning of the academic year 1905-06 there were many additions of junior faculty members. The growth in numbers and the financial limitation rendered advisable the employment of promising young specialists who might be developed or who might find opportunities for advancement elsewhere. No bar was placed in the way of the advancement of aspiring teachers but they were expected to complete fully the year for which they were under contract. Among those engaged at this time were W. W. Johnston, A. B., Harvard, in English; Harold McKee, B. S., Purdue, in Mechanical Engineering; Chas. E. Stangland, Ph. D., Wisconsin and Columbia in Political Economy; J. H. Clo, M. S., University of Kentucky, in Physics; Julia P. Davidson, of Drexel in Domestic

Art (Textiles); Charlton Andrews, Ph. B., DePauw and Chicago, in French; Ira P. Whitney, B. S., Wisconsin, in Dairy Husbandry; Albert J. Craig, B. S., Michigan, Agriculture; Dr. Kirk Stouder of Iowa and Dr. Wyatt Ralston, State University of Ohio, in Veterinary Science.

Mrs. Margaret R. Andrews of Washington, D. C., a woman of large experience in women's colleges, accepted appointment as Preceptress of Stevens Hall and reported for duty about the end of the semester (February 1906) and remained with us as preceptress of Stevens Hall for the next five years.

The annual meeting of the Board of Regents occurs on the first Wednesday of April of each year. At the annual meeting in 1906 the report of the president to the board made an exhibit of the total attendance for each year from the date of the reorganization 1893-4. It was as follows: 1893-4, 110; 1894-5, 186; 1895-6, 305; 1896-7, 307; 1897-8, 356; 1898-9, 300; 1899-00, 386; 1900-01, 628; 1901-2, 724; 1902-3, 568; 1903-4, 653; 1904-5, 793; 1905-6, 1079, including 99 in the summer school. The fluctuation shown is more seeming than real. For example, the big jump in 1901 was due to the opening of the first summer school, the enrollment in which was 188. Short courses (from three weeks to three months) are also included in totals, though no extension courses or farmer institutes are included. The totals also include the preparatory department. The high schools of the state were slowly developing but still were placing the emphasis, as much as pos-

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U. L. ETTINGER
E. T. COMAN

H. W. CANFIELD

PETER MACGREGOR
F. S. STIMSON

sible, on the traditional "classical courses." The college offered no apologies for including industrial courses in its enrollment for, in including a broad range of such courses it was but fulfilling, in part, the high purpose of its establishment. Many persons enrolled in the department of elementary science (the preparatory school) were in fact mature persons of much more advanced education than the name "preparatory" seems to indicate, some of them college graduates, who entered this department because they could learn the *elements* of agriculture and horticulture. At this period these subjects were attracting the especial attention of many persons.

The "Wheat Convention"

In January, 1906, the college promoted an organization which under various names has ever since been extremely useful to agriculture. A conference was called, to meet at the college, of grain producers, millers, dealers and exporters to discuss and as far as possible harmonize all interests in the production, exchange and consumption of cereal crops. Bakers were invited to participate but never did so to any considerable extent, though problems involving bread making found a place on the programs.

"Committee on the Improvement of Agriculture"

In the following June a like attempt for the betterment of agriculture was made in the calling together, at Pullman, the presidents of the State Dairymen's Association, State Horticultural Asso-

ciation, State Grain Producers Association, State Live Stock Association, the Master of the State Grange, the president of the Farmers Union and the director of the Agricultural Experiment Station, and the formation of a "Committee on the Improvement of Agriculture." The first meeting was a success, but most of the men were accustomed to look upon the field of their own activity as all important and were not accustomed to view the larger field of agriculture as a whole, and hence it did not function very long.

The Board also received at the 1906 annual meeting a petition of the faculty praying that the work in Foresty be organized as a "School of Forestry" leading to the degree of B. S. in forestry. Forestry had been provided for in the curriculum as far back as the beginning of the institution. It was a subdivision of the United States Department of Agriculture and, logically, should be developed in the land grant colleges. E. R. Lake, elected before the college was opened in 1892, had been professor of horticulture and *forestry*. He had immediately begun preparations of forestry materials by a large nursery plantation of forest seedlings. Courses were offered in forestry by Professor Lake and all his successors in that department. A bulletin was published very early showing the behavior of the forestry plants in the nursery and the adaptation of certain varieties to high, dry and treelees sections of the state. Some 6000 trees and shrubs were transplanted from the nursery rows in the arboretum and on the campus under the administration of Professor Balmer, and many were

left to form the "Tanglewood", famous in college history.

Professor C. V. Piper, in collaboration with Gifford Pinchot's department of the federal government had made studies and surveys of the effects of the grazing of sheep and cattle in Washington forests. Professor R. Kent Beattie of the botany department with competent assistants had spent two or more summers in careful surveys of the effect of grazing in the forest reserves. J. S. Cotton, graduate of the State College, had carried on like investigations in the high Cascades and his results were published in joint bulletins by the federal government. In a single season W. S. Thornber, professor of horticulture and forestry, had planted some 4000 trees and shrubs on the college grounds, and Professor E. E. Elliott, head of the department of agriculture, had planted the well known Maple Drive and the grove on the top of Round Top. Lack of funds had held back the full development of this important function of the college, which the faculty now deemed should be postponed no longer, if it could be financed.

The Board established the School of Forestry and approved the curriculum leading to the degree B. S. in forestry. E. O. Siecke, A. B. and B. S. F. of the University of Nebraska, who had also had experience in the U. S. Forestry Service, was elected instructor in forestry and charged with the more technical instruction in forestry proper.

Requests were made at this meeting for leaves of absence by Royal P. Jarvis, professor of mining, and Solon Shedd, professor of geology and min-

eralogy, the former to study at Columbia, the latter at Stanford, his alma mater. Professor Shedd had been with us since 1896. His courses had increased in number and enrollment and he had done a large amount of research work, especially in summer geological surveys, at first under the auspices and at the expense of the college and later as assistant state geologist. In the latter capacity he was usually accompanied by students of geology or mining, among whom was George Watkins Evans, who has since become a widely known coal mining expert and who has contributed much to the geological and mining knowledge of the Northwest and Alaska, Byron Stimmel, metallurgist of the Trail Smelter, Roy Merritt, Geologist of the Shell Company in Venezuela and many others who have distinguished themselves in the field of geology, mining or metallurgy.

In these surveys Professor Shedd had collected much material on the clays of the State of Washington and desired to use the Stanford facilities in the completion of analyses and fire tests with a view to publication. Incidentally he would complete his work for the doctorate. Professor Shedd made many notable contributions to the geographical knowledge of the Northwest in his well known topographical maps of Oregon and Washington. The leaves of absence were granted and Professor W. O. Clark of California was placed in charge of Professor Shedd's work during his absence.

Francis A. Thomson, a graduate of the Golden School of Mines and a mining engineer of considerable experience at Tonopah, Nevada, and else-

where, was elected acting professor of mining and metallurgy and later became the successor of Professor Jarvis whose leave was extended. He was given as his assistant, a senior of the college, Mr. Frank W. Thompson, who for the past twenty years has been a metallurgist in the Tacoma Smelter.

New courses in education were at this time submitted by the faculty and approved by the board and especially a series of two-hour courses in methods in the several courses in which a high school teacher would specialize. These were to be given by the department in which the student specialized.

At the June meeting of the Board Mr. W. H. Lawrence of the department of botany was granted leave for further graduate study in plant pathology at Cornell University and S. W. Collett, M. S. of the University of Iowa, was appointed in his place. W. T. Shaw, B. A. and B. S., and M. S. of Michigan Agricultural College and University of Minnesota, was called from the faculty of the Oregon Agricultural College as successor to H. S. Davis, resigned, and took his chair in January 1906. For the next twenty years Dr. Shaw served the college as teacher and investigator in natural history and Curator of the Chas. R. Conner Museum. He was during that period an inspiring leader of the Natural History Club and a constant contributor of scientific papers. Professor A. L. Melander was advanced to the full professorship of entomology.

There is a Tide in the Affairs of Men

The beginning of the academic year 1906-7, the last year of the period which we have called "the period of development," brought the college to a fuller realization of the extreme pressure under which it was attempting to operate with the facilities and funds at its disposal. No buildings had been provided since 1901 except the temporary ones mentioned and every nook and corner had been filled to capacity.

The great need of an engineering building had already been pointed out to the legislature in previous reports. We were now feeling additional pressure from the surprising increase in demand for instruction in agriculture and horticulture. The need of a fire proof structure to protect the valuable herbarium and the Museum had been called to the attention of previous legislatures. Repairs on buildings had been allowed to go. But important as were all these needs, other things (except repairs) must be provided even in advance of these. The Board gave careful attention to the relative necessity of the needs of the college which it must present with unusual force to the session which was to meet in the coming January.

Many of these needs had been presented in previous biennial reports, for it was our legislative policy to keep the line of development in view somewhat in advance. From 1895 forward we had employed a budget system not only in the expenditure of available biennial funds but in the presentation to the legislature of our pressing needs. Our fiscal method was to require,

quite in advance, from all heads of departments, an analysis, in minute detail of their reasonable needs for the next biennium. This became then a subject of discussion and correspondence between the president and departmental heads. When all these and the general expenditures were considered together in the light of a reasonable estimate of the anticipated income, the biennial budget was submitted to the board of regents and discussed in detail and, after amendment, approved. It was then submitted in brief outline in the printed biennial report, but in very minute detail on typewritten sheets to the members of the appropriation committee. This detailed estimate, with an accurate knowledge of it, was a source of great strength in presenting it to committees. Committeemen would likely be familiar with the prices of this or that item. Finding the prices given in the budget just and reasonable, a feeling of confidence in the other details was engendered which is responsible for whatever success was achieved. The presentation of the unusually large budget to the Legislature of 1907 had therefore behind it an experience and a tradition on which the committees relied.

First of all there was needed a large recitation building. There were twice as many teachers as class rooms and provision for these could be postponed no longer, unless we were to go backward. Old College hall, the wooden building which had served since 1893, was at best intended only as a temporary building and it had been much wrenched in moving and was not fit for use. Even

at the time of moving it in 1899, Regent John B. Allen had thought it ought to be torn down. It was now positively dangerous.

The department of domestic economy, then offering courses leading to graduation, was deservedly popular and there was no longer room for it in the Chemistry building. It was inherently a department belonging to the land grant college system. We must try to secure a building for that.

The Veterinary department had grown beyond expectation. It had been classified by the U. S. Department of Agriculture as a Class A institution. Of these there were only 7 in the United States at that time, and no others west of the Rocky Mountains. Besides this it was contributing enormously to the livestock industry of the Northwest. It must have room and the work begun must be extended. A farm barn was now an absolute necessity. The old horse barn built in 1892 was full of horses and horse feed. If animal husbandry were to have its proper place in the agricultural department, a barn for cattle must be built. Also we must have more farm land. The Hebrews made bricks without straw in Egypt, but we could not properly teach agriculture and do the right kind of agricultural experimentation in the Pacific Northwest without land and barns.

Two fields along engineering lines were being paralleled in the state by industrial developments of great import—irrigation and hydro-electric development. Our contribution to this required that we should have a hydraulic laboratory to which must be added a department for the testing of the strength of materials.

What were we to do for an auditorium and for a library? The assembly hall in the Administration building would not seat half the students, and in that day we deemed it important—and it was important—to have daily assembly of the student body. It was thus we acquired solidarity and unity of spirit. Though not compulsory, attendance was good. The library, stowed in the attic of the Administration building, was a limitation which we could not longer endure. Then there must be a large increase in the maintenance appropriations. Could we get all these necessities even though we discarded all idea of securing the mechanical and agricultural buildings?

The problem was carefully considered through the summer and fall of 1906. The college and its Board were fully conscious of the need. They knew that times had been prosperous and there was as yet no hint of the bankers panic which came in 1907. Fortunately we went through the legislature without any suspicion that the catastrophe was in store. But we were confronted with a new danger. The state educational institutions had been put off in 1903 and 1905 to give place to provisions for the penal and eleemosynary institutions—"necessities before luxuries" they said. But now we were face to face with a strong propaganda for the proposed Alaska-Yukon-Pacific Exposition. The taxpayer was trembling in his boots. But the city of Seattle wanted it and was making a heroic effort to convince the people of the state that the money to finance it would be and must be raised. If it should be raised by taxation,

what hope could there be that the imperative need of the college would be cared for? The way seemed closed. When therefore the board adopted its legislative program to secure relief from the distressing conditions which for years had hampered it, it was decided, out of consideration for the taxpayers and with a desire to assist the protagonists of the Exposition as far as possible, to cut out of its budget the auditorium and library—postponing that to a day when it would not be so heavy a burden upon the state. So it prepared and printed its budget stating that it would act accordingly. It retained the other demands for lands and barns and buildings and maintenance, explained its need of the auditorium and library and why it withheld the demand for them and sent the budget to the press.

Suddenly a new plan of financing the Exposition was evolved. This was to sell or bond the shore lands of Lakes Union and Washington to secure funds for financing the exposition and for buildings on the University campus, without loading the expense upon the taxpayers for that period. The opportunity for providing for the pressing needs of the college thus appeared. A supplementary budget was at once prepared to include the appropriation for the auditorium and library which had been omitted, and the required improvements and increased maintenance were granted.

The academic year 1906-7 brought to a close the second "period of development" according to the classification which I have made. I shall in-

clude with the history of this period a chapter "in lighter vein", on those phases of college life which linger so tenderly in the memory of former students. It will not. of course, mirror this side of college life fully, but it may serve to recall persons and places dear to the memory of those who were once a part of it.

The college had by this time acquired a bulk and solidarity which no mere statistics can properly present. While financial and other limitations as well as rapidity of growth had made necessary many and rapid changes especially in the case of junior members of the faculty, yet the tenure of faculty members and the feeling of permanence in this period was scarcely equalled in any other institution in the Pacific Northwest. In the fourteen years since the reorganization of the college there had been six presidents or acting presidents in the University of Washington, at least four in the University of Oregon and four in the University of Idaho.

In contrast with this the State College had had but one president. Professor Fulmer, Head of the Department of Chemistry, and Professor Waller, Head of the Department of Mathematics, had been here throughout the period, and Professor Watt in Pharmacy a little longer. Dr. Nelson and Professor Barry had served as departmental heads thirteen years; Dr. Egge and Professor Shedd, twelve; Professor Elliott, Head of Agriculture, Miss Malotte in the Department of Latin, Miss Saxton, Librarian, and Professor H. V. Carpenter in Mechanical and Electrical Engineering had been mem-

bers of the faculty through practically all the second period, and Professor W. J. Roberts for a longer time. Many others had come to look upon their work here as permanent. It was of less importance that the changes in junior faculty membership should be frequent. Many members of the faculty owned their own homes and identified themselves fully with the life of the Pullman community. They took part in the churches, the schools and societies of the town, promoted the local improvements and felt at home. Often they were more deeply rooted in the life of the town than the men of business, and, in turn, the men of the town had come to feel themselves as a part of the college itself.

In the first ten years after graduation began (1897-1906) there were 219 graduates. Of these 162 received the degree of Bachelor of Arts or Bachelor of Science; 55 the degree of Ph. G. (Graduate in Pharmacy); and 4 the degree D. V. S. Of the 162 with B. S. or A. B. degrees, 13 were in Agriculture, 13 in Chemistry, 16 in Biology, 23 in Civil Engineering, 26 in Mechanical or Electrical Engineering, 1 in Domestic Economy, 32 in Economic Science and 20 in English and Foreign Languages—a remarkably well balanced and truly representative group of alumni typical of the purposes for which the land grant colleges were created, namely, "the liberal and practical education of the industrial classes *for the several pursuits and professions of life.*"

In this period of development the several schools and departments contemplated in the or-

ganic act had been organized and developed as far as financial and other limitations would permit. The people of the state had come to comprehend the purpose and work of the college and to accord to it a strong support in all its phases. The loyalty of the students and faculty to each other and to the ideals of the college was wonderful and a subject of comment throughout the state. The fullness of life could be seen in the success of the representatives of the college in debate and oratory and athletic contests as well as in class room and laboratory. College pride in the success of the alumni who had gone out into "the several pursuits and professions of life" was a good omen for the future. Jealousy of any misconception or misconstruction of the purposes of the college on the part of its student body was likewise a good omen. The number of students entering and influenced by the college teaching was far out of proportion to the number attaining to college degrees.

The college year 1906-7 closed with a graduating class of 61, of whom 5 were in Agriculture, 4 in Civil Engineering, 13 in Mechanical and Electrical Engineering, 5 in Mining Engineering, 2 in Geology, 3 in Domestic Economy, 3 in English and Foreign Languages, 7 in Biology, 5 in Economic Science and History, 10 in Pharmacy, 3 in Veterinary Science and 1 in Music—a record fairly comparable to the ten-year average.

From the more serious phases of college history we will now turn for a little while to the lighter and more joyous life of the institution for the same period as exhibited in extra-curricular activities.

Extra Curricular Activities in the Second Period—1899—1907

Physical Education and Athletics

While in eastern institutions, prior to 1900, football had attained great popularity as a college sport, there had been much less attention to physical education as a proper and necessary part of higher education and to the correlation of college sports to physical education than has been given to it in the past quarter of a century. The development of the sports sprang spontaneously from the student body, with the aid of the alumni, and the maintenance of health, the correction of physical defects and the promotion of the physical strength came very slowly to be recognized by faculties and boards of regents as legitimate and necessary ends in higher education. The doctrine of the "spiritual body" ministered to by the ethereal food furnished under the classical regime led to the neglect of and even contempt for the "natural body". With the coming in of a saner psychology at the end of the last century, colleges slowly recognized the function of play and the need of systematic required physical training.

In the earlier day the sport side of college athletics had to finance itself from gate receipts, voluntary service or gifts of the alumni or all of these combined. The young college faculty of the State College by small gifts of money and large contributions of moral support and physical labor aided a willing student body in making what at first was called "Soldiers Field" and after-

ROGERS FIELD, SILVER LAKE AND SWEETWATER VALLEY ABOUT 1907

wards "Rogers Field" in honor of Governor John R. Rogers. Just north of where the old grand stand is, a valley ran to the northward joining the valley in which Silver Lake was made. There were no willows there then and "Tanglewood" was a series of small nursery rows with 10,000 little forest plants a foot or two high. Professor Balmer had strewed apple pumice from the cider mill, in a furrow and the seeds soon grew into the apple hedge. Farm teams and scrapers manipulated by willing student or faculty hands plowed and dragged the earth into the valley from east and west and south, and shovels, in other willing hands, leveled a field barely large enough for a football field. Around this a quarter-mile track was later made and covered with cinders from the college heat and power plant. Just west of this track there stood a hill about thirty feet high in the very middle of the present field and still further west another and deeper valley, used as experimental grass gardens, drained into the lower levels of McGee Flats. Along the brushy hillside below the reservoir "Aspen Way" was cut out with great difficulty and made into an approach to the football field. Athletic and other entertainments were given from time to time to piece out the finances. Under such conditions the hiring of coaches was not to be thought of.

Volunteer coaching by such friends as William Goodyear, Professor W. J. Spillman and others, supplemented the coaching leadership of students and, so far as pure fun is concerned, gave as happy results as any later system. After a few years

characterized by more or less jangling it was agreed between ourselves and our near neighbor, the University of Idaho, that we must get on together and keep together in athletics, and to that end we established a system of equal division of gate receipts, and an understanding that rivalries must not go to the breaking point—a system destined to remain for a long time. Our next nearest neighbor was Whitman with whom good relations were maintained. Beyond that, it was 400 miles to our next nearest neighbor and athletic relations were hardly to be dreamed of.

Coaches and Physical Directors

It was with the beginning of the second period of the development of the college (1899) that the first provision for a football coach was made, by the engagement of Frank Shively, a Nez Perce Indian, trained at the famous Carlisle School for Indians. Mr. Shively was not regularly employed, for at that time the employment of an athletic coach from public funds would have been a scandal, but his service was largely gratuitous and inspired by his love for the great college game. The injection of even a small amount of "scientific" football into the game was a great gain; at any rate we won from Idaho 11 to 0. In 1900, with the aid of voluntary contributions of faculty members and others, the athletic association was able to employ as coach "Wild Bill" Allen, a Michigan football star, inspired by the philosophy of "Hurry Up" Yost. He gave the team some excellent training. Nothwithstanding his notorious use of a two-inch cart rope as an incentive to speed

in getting into the game and his profuse use of expletives more emphatic than ornamental, he contributed much to the development of a good team.

In September 1901 the first physical director of the college was elected by the board of regents, in the person of Mr. E. E. Hastings who had been under training as a physical director at the famous school for physical education at Springfield, Massachusetts. From the very beginning the office of physical director was deemed a distinct office from that of athletic coach, though the coaches were under the general direction of the physical director who was recognized as departmental head.

The field sports were especially in charge of the physical director. At the end of a single semester of service Mr. Hastings resigned and Mr. H. M. McIntyre, also from the Springfield school, succeeded him. Mr. McIntyre was well trained, but his chief interest was in pathological cases and there was a strong tendency to turn his attention to the correction of the physical difficulty of the few pathological cases rather than to the maintenance of the health and development of the strength of the larger number of normal cases. It was with his advent that the new gymnasium was ready for use . Miss Myrtle Graham was the first physical education teacher for women, 1901-2.

Mr. W. H. Namack of Cornell University was engaged as coach for the football season of 1901 and with the fine material at hand succeeded in developing a championship team. In the following year William L. Allen of the University of Michi-

gan was again engaged as the regular football coach.

In the football season of 1903 Mr. J. N. Ashmore was football coach, remaining in the physical education department throughout the year, and being more successful as a baseball coach in the following spring than he had been as football coach. The aiding of athletics from regular college funds was gradually increasing in this period. The slowness with which formal athletics was recognized as a legitimate college function is illustrated by the fact that Mr. Ashmore's name was the first to be included as "coach" along with the regular faculty in the college catalog. To justify such an innovation he was described as "assistant physical director *and coach*"—and indeed he did perform the double function.

For the years 1904-5 and 1905-6 Mr. E. M. Sweeley, A. B., of the University of Michigan, was assistant physical director and coach. Mr. Sweeley had been personally famous in the football annals of his alma mater because of his long spiral punts, and he was able to develop at the State College some famous kickers, among whom were Joe Halm, Ed Cardwell and others. While Mr. Sweeley did not in either year put forth a championship team he laid the foundation and developed the fundamentals of the game which showed forth brilliantly in the teams of 1906 and 1907.

In 1906 and 1907 Mr. J. R. Bender, A. B., University of Nebraska, served in the joint office of physical director and coach. "Johnny" Bender had been a famous player on the team of his alma

mater and had served very successfully as physical director and coach in the State Normal School of South Dakota in 1905-6. In both the major sports of football and baseball he was very successful at the State College in this period. In 1906 the football team of the State College was not scored against and in 1907 it claimed the championship. Mr. Bender's abilities as coach were greater than as physical director though in both capacities he rendered valuable service. While the two offices are not incompatable yet they call for quite distinctive qualifications, and where financial or other considerations do not forbid it, they should be separate offices.

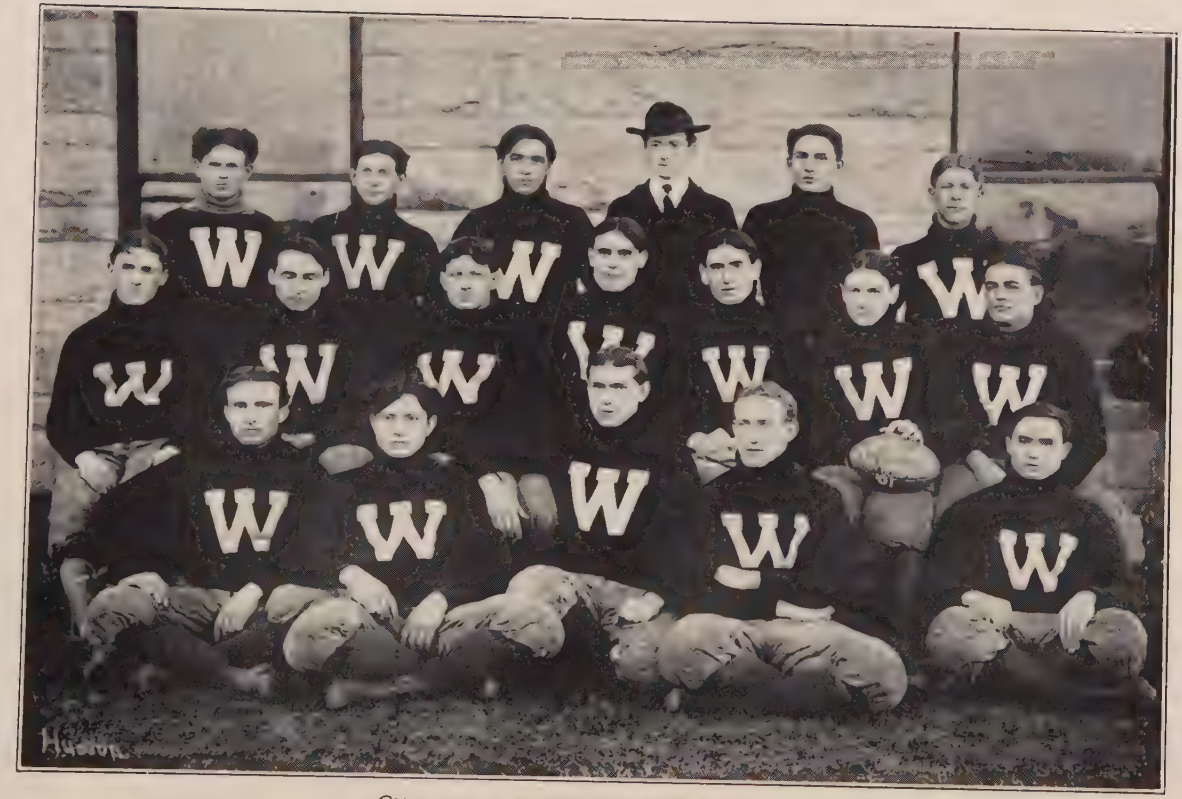
Athletic Sports, 1899-1907

Football continued to be the premier college game. In 1899 Boyd Hamilton was Captain of the team and the ubiquitous Charles Goodsell quarter back. The great game of the season was that with Idaho which occurred on the home grounds on October 28th, resulting in a glorious victory 11-0 for the college, which did much to atone for the fiasco of the previous year at Moscow. In recounting the feats of the day the college paper records: "At a very critical moment, when one of the Moscovites got around the left end and was flying toward the goal, Goodsell sailed into the giant and rolled him over in his tracks. The Moscow man might as well have tried to run over the Ad. Building." (Goodsell was 5 ft. 4 in.) One of the hardest fought games of the season was that with Whitman, the score being announced as 11 to 6 in favor of the State College. The decision

was protested and on appeal to an arbitration committee the game was awarded to Whitman.

In the football season of 1900 with Coach "Bill" Allen, cart rope in hand, directing things in no uncertain tones, the team acquired speed. His training in the fundamentals of the game was equally advantageous. "Jim" Elton was captain and Goodsell again quarter back of the team. Great hopes were placed on the anticipated game with Idaho but again the intense rivalry led to the cancelling of the game. On the home grounds the strong Spokane A. A. C., made up of eastern stars was defeated in a 6-0 game which later was duplicated by a larger score at Spokane. So great was the pride of the young college in its team that the Athletic Association gave a reception in its honor, F. F. Nalder, A. D. Dunn and Arthur J. Turner (all now well known citizens) being the committee on arrangements.

This year for the first time the team traveled into distant parts—namely to Seattle—where on the University grounds the team fought that of the University to a 5 to 5 tie. The college reporter of this first game of football with our sister state institution, the University, evidently felt that an alibi was necessary for having failed to win and accordingly presented the following explanation: "The soil being of an entirely different kind from that on the east side, our team was hampered by having to wade through a different kind of mud from that which they had been accustomed to"—an explanation which seemed to be justified the next year when the college beat the University at



CHAMPIONSHIP FOOTBALL TEAM, 1901

Pullman, 10 to 0. In a hard fought battle Whitman was defeated at Walla Walla 5 to 0. The season had ended with one tie and no defeats.

The team of 1901 was undoubtedly the premier football team of early college history. Orville Adams '02 was manager, Arthur Hooper '03, captain, W. H. Namack of Cornell University was coach, with Charles Goodsell as assistant coach. Oregon and Montana were added to the schedule this year and by this time all of the teams were coached by professional football coaches. On the State College team there were not only veteran football men but some of them (e. g. Jones, Elton, Early) were veterans of the Spanish war. John Jones was at center. Early, Menig, Dennis Woods and McKenzie were guards; Elton and Hooper, a pair of mighty tackles; Barnard and Gill, swift ends; Proff, Mashburn, Cobleigh, Coon, halfbacks; Stephen Jayne, fullback; Wells, Lasher, quarterbacks. In the entire history of the college, all things considered, the team of 1901 has a place in the sun. The season led off with a 16 to 0 victory over Lewiston. The one defeat of the season was 0 to 5 against Idaho, though for the entire season the games won by the State College were far in excess of those won by Idaho. A glorious 10 to 0 victory over the U. of W. was won on our own grounds on November 1st. This was followed by a 16 to 0 victory over the University of Oregon. On Thanksgiving day "the hardest fought game of the season" took place at Walla Walla with Whitman, which had already triumphed over both the University of Idaho and

Washington. The result was 5 to 2 in favor of the State College.

The veteran center, John Jones, captained the 1902 team, for at that time a player might play four years on "varsity." William L. Allen returned again as coach, assisted by Jayne and Mashburn. Many of the old players were gone and a group of promising new players appeared. The season began badly but was redeemed by a 17 to 0 victory over Moscow on Rogers field. Again the contest with Whitman was described as "one of the most fiercely fought contests ever seen on Rogers field." The "Missionaries" were certainly fighters. The game ended 5 to 6 in favor of W. S. C. On Thanksgiving day W. S. C. and the U. of W. battled at Seattle for the championship and the University won by the decisive score of 16 to 0.

At the close of this football season, W's were for the first time granted to football men. Twenty-three who had played in college games since its foundation were awarded the football W, and, in addition to these, two managers and Coach Allen.*

Clyde Gill was elected captain of the 1903 team, but was not able to play throughout the season by reason of typhoid fever, and continued as captain in '04. J. N. Ashmore, U. of Illinois, was assistant physical director and coach. The college team suffered the most crushing defeat in its history from Idaho, the score being 32 to 0. The loss of Cap-

*F. M. Lowden, Fred Long, M. P. McCroskey, J. B. Winston, B. G. Mashburn, B. Hamilton, D. P. Woods, C. H. Goodsell, J. O. Elton, J. C. Early, A. H. Hooper, John Jones, W. Lasher, A. Menig, R. McKenzie, E. M. Cardwell, C. Gill, C. F. Proff, S. O. Jayne, W. H. Lawrence, Barnard, Coon, Wells, E. Browne, Coach Allen, Manager O. L. Adams, received W's.

tain Gill could not wholly account for this. In W. A. C.'s initial game with O. A. C., which occurred this year, we were defeated 6 to 0, and on the same trip to the Willamette valley we played the University of Oregon a 0 to 0 game. This year was held the first game with the University of Montana on Rogers Field, in which the visitors were defeated 34 to 0. The Thanksgiving game at Walla Walla was a Waterloo for Whitman, 18 to 6 being the final score. It was the one redeeming feature of a season of almost uninterrupted defeats. Nevertheless, new luminaries were beginning to appear in the football heavens among whom Cardwell, Shorty Stewart, Goldsworthy, W. Jones and Hardy were destined to shine brilliantly in coming years. The rise and fall of winning seasons in football is almost as periodic as the tides.

Captain Gill's recovery enabled him to lead the team in 1904 under the coaching of E. M. Sweeley, ex-Michigan star, who has been referred to elsewhere, and the management of E. W. Thorpe. In the first game of the season the Silver and Gold won over the Crimson and Gray on the home field by a score of 5-0. State College also lost to U. of W. at Seattle 12 to 6. We defeated Montana 6 to 5 and finished the season with the annual Thanksgiving game with Whitman on our home grounds, 34 to 4 in our favor. Two major games were won and two lost with a total score of 44 to 26 by our opponents. This was not wholly discouraging.

In 1905 "Shorty" Stewart (6 ft. 4 in.) was captain and E. M. Sweeley continued as coach and

Frank O. Kreager as manager. The season began with a victory of 32 to 0 over the Montana Agricultural College on our home grounds. The Montana team had had but one day's interval since playing Idaho and faced an unequal contest. The college lost to Willamette 11 to 6 and to O. A. C. 29 to 0. Montana U. was defeated 28 to 6 at Pullman. The U. of W. cancelled the game with W. S. C. on account of a dispute over eligibility rules. Again the State College lost to Idaho in a stubbornly fought battle. The annual Thanksgiving game with Whitman likewise was lost 10 to 6 on the home grounds. A valiant team had been slowly developing, full of courage and with a growing sense of team solidarity destined during the next two years to present one of the great football aggregations of State College football history.

1906 *and* 1907

"Johnny" Bender found a squad of football men in the fall of 1906 which would inspire any coach with joy. The veteran Shorty Stewart was to play his last year. Big Thayer, likewise in his senior year, was a great tackle as was his companion tackle, Miller. Cave, end, and "Prexy" Bryan, quarter, were Pullman boys of '17, but great players from the knee-pants era up. Jerry Nissen was a famous halfback; Goldsworthy, brilliant end, was matched by Miner, the other end. Herb Wexler was beginning his great football career. Halm, Hartsuck, and Montgomery filled out a great team, matched, but not much overmatched, by its successor, the great team of 1907. The team of '06

CHAMPIONSHIP FOOTBALL TEAM OF 1907

was not scored against, and the team of '07 laid just claims to the championship. The season of '06 began with the defeat of Idaho U. 10 to 0, and ended without a score against it.

The team of 1907 played in all, eight games, piling up a total score of 282 against 18 for its opponents. It was beaten but once and then by a single point—Idaho won 5 to 4. The State College conquered the University of Washington 11 to 5; Whitman 16 to 8; U. of Montana 38 to 0; and in the post-season game with the University of St. Louis at Spokane, which that year had beaten many of the great mid-western teams, by a score of 11 to 0. This was the first of the east-west games to be played in the west, so far as I know. To the great aggregation of the previous year had been added Hardy, a powerful back, Cherry, a great center, and Ralph Rader, fullback and "Paddy" Buck as sub back. Under the leadership of Jerry Nissen as captain, the team of '07 eclipsed all of its predecessors in the brilliancy of the entire season. It is doubtful if the college has ever had a better balanced team. Its defeat of the famous St. Louis team at Spokane has only been equalled by the defeat of Brown University at Pasadena in 1915.

Baseball

Baseball was the first sport adopted by the college and in all periods of its history it has had its devotees and its fans. Nevertheless it did not flourish as an intercollegiate game at as early a date as did football, and at all times non-collegiate teams must be played if the season's expenses are to be met. Among the devotees of base-

ball in the early part of this period were Van Williams, Thompson, Hans Mumm, Ed Jones, Chas. Proff, Elsworth Thorpe, Charley Boatright, Tom Anders and Sam Davies. In the spring of 1901 the State College took five games from the University of Washington, lost one to Idaho and took two, and lost both its games with Whitman. In all it played 26 games out of which it won 18. Lougheed was coach, Hans Mumm captain. The baseball team of 1902 was captained by Leo Thompson. Bert Lougheed was coach and Arthur L. Hooper, manager. Twelve games were played and seven of them were lost. They were mostly with non-collegiate teams.

In 1903 with F. T. Barnard as captain, J. C. Early, manager, and Bert Lougheed as coach, the games won and lost were about even.

1904 was a year of brilliant successes in baseball—nine collegiate games played and not one lost. In comparative scores, 102 to the home team to 24 for opponents. Ellsworth Thorpe was captain and the physical director, J. N. Ashmore, was coach. "Spike" Ellis pitched and Garfield Miller was catcher. "Ernie" Saunders and F. T. Barnard alternated at first. Every man played all the time. This team was, on the whole, one of the most successful teams in college history. In four games Idaho earned 7 to W. A. C.'s 34; Whitman in three games, 8 to W. A. C.'s 41; and the University of Washington in two games made 9 to 28 for the State College.

Everett M. Sweeley was coach in 1905, E. E. Saunders, captain, Clyde Gill, manager. Ten

games were played, and eight of them were won by W. A. C. The two played with U. of I. and the two with Whitman were both won. There was no game with U. of W. The total score was: W. A. C., 108; opponents, 41.

The year 1906 was a championship baseball year for the State College. Out of 22 games the State College won 13 including both games from the U. of I. and two out of three from Whitman, and both games from Willamette. Leo Thompson and Roscoe Fullerton were the catchers, and McCully, Halm and Nissen were the pitchers. Ray Pickerell was the manager and J. R. Bender coach; Brown was captain.

1907 also showed a fine record. The State College won 16 out of the 19 games with a total score of 186 against 86. The University of Oregon was again defeated in both games, also the University of Idaho, and Whitman was beaten 2 out of 3. No game with U. of W. Halm and Thompson were the battery most of the time. For four successive years, therefore, the State College had put forth a winning team in baseball.

Track Athletics

The first annual meet between U. of W., U. of I. and W. A. C. was held at Pullman May 14, 1900. The University of Washington took high honors with a score of 74, while W. A. C. was second and Whitman third with 44 and 7 points respectively. The State College was first in the 440, the mile, the pole vault and the discus. All records were low as compared to modern scores. The track was as yet a slow track.

In 1901 the triangular meet was not held. A field day with Whitman at Pullman resulted in a score of 99 to 24 for the home team, while a meet with the University at Seattle went against us 41 to 82.

The next year with the same teams there was a like result, the meet with the U. being on our own grounds in which we were beaten 84 to 37. At Walla Walla we beat Whitman 68 to 53. For the fourth time Kruegel had won the mile and his time 4.39½ was considered good.

In 1903 U. of I. beat State College in the field meet by a score of 71 to 51; Tilley of Idaho winning the 100 in 10 flat—a rare feat in that day on Northwestern fields. The meet with Whitman gave some consolation to the local team on the local ground, the score in its favor being 79 to 43. Roy Godman, great point winner, was captain again in 1904 and gave W. S. C. its hundred-yard record up to that time—10 1/5. His team beat Idaho 81 to 41; Montana 87 to 26; and Whitman 84 to 48—a clean sweep for the year.

The next year with O. A. Thomle as captain the track team made a like clean sweep, beating Whitman 74 to 48 and the University of Idaho 63 to 59. Captain Thomle placed the college record for the 440 at 51 2/5 this year.

The year 1906 kept up the winning pace, the University of Montana going down to defeat at Missoula 62 to 51, Idaho on our home grounds, 72 to 52, and Whitman on her own field at 61 to 59—a close meet. The relay team of this year, consisting of Cowgill, Ockerman, Coe and

Thomle, with a record of 3 min. 34 sec. was something of which the college was proud.

1907 began in victory and ended in defeat. Whitman, University of Idaho and W. S. C. in a triangular meet ended the meet with 36, 35 and 51, respectively. An invasion of Oregon by the State College, however, resulted in defeat by both the U. and O. A. C. In this season Joe Halm hung up new State College records of 40 ft. in the shot put and 132 ft. 8 in. in the hammer throw.

Interscholastic

The first "Interscholastic" field meet was held on May 12 and 13, 1905. The State College, fully committed to the importance of a physical development and health program for the student body, believed that these coupled with play should pervade the entire school system. As a stimulus to these, interscholastic sports would be very useful. A program of this kind would furnish a great incentive to the older boys to continue in the high school at least to the completion of the prescribed course. The large high schools would stimulate the smaller high schools and a solidarity of interest would spring up among the high schools which would be very advantageous.

Incidentally, the purposes and opportunities of the State College would become better known and more highly appreciated. The event amply justified the expectation. Useful as the system has been to the college it has been far more useful to the high schools. More than twenty-five school superintendents and principals and more than 500 visitors and 100 contestants were present at the

first interscholastic meet. Preliminaries were held on Friday; finals and semi-finals on Saturday. The Spokane high school won the meet, with Walla Walla and Lewiston close behind in that order.

A feature of the first Interscholastic was that it also included a declamation contest held on Friday night. Dana B. Murdock of Lewiston won first place, Minnie Krucheck of Waitsburg, second and Mary Cole of Spokane, third.

In this first contest only four-year high schools were permitted to participate. All the expenses of four contestants from each high school participating in the athletic contest and one in the declamation contest were borne by the college. All gate receipts were applied to the expenses of the meet. The preparatory department was not permitted to compete. The faculty and students, the Pullman community and its business men all helped with the greatest generosity and enthusiasm, and the reaction upon the high schools, especially of eastern Washington, was most gratifying.

When the preliminary announcement of the meet was made I am quoted in the *Evergreen* as saying, "When all these schools and scholars are brought together in one great meet, and when the honor of their schools is at stake, and when they see from other communities the numbers and the interest, the high school will be exalted in the imagination of the young people and they will see it more as it really is, one of the great and useful educational institutions." I still endorse that point of view.

Rapid development of the high schools of the state since 1905 is due in no small degree to the annual high school meets held on the grounds of the several high schools and higher educational institutions.

Oratory and Debate

During the second era of State College history (1899-1907) there developed much interest in oratory and debate. In addition to the excellent work of the literary societies, sundry interclass and intercollegiate contests contributed to this end. The intercollegiate oratorical contest included usually Whitman, University of Idaho, O. A. C., and the State College, though it was not always precisely the same group. The State College, beginning in 1902, won in six successive intercollegiate oratorical contests. In the year 1902, in which was held the 6th intercollegiate contest, Miss Bess McKay won first place; in 1903 S. E. Robinson of Waitsburg, in 1904 Hugh C. Todd, in 1905 J. W. Brislawn of Sprague, in 1906 Milton R. Klepper and in 1907 Miss Fern Healey of Tacoma were winners of the Intercollegiate Contest.

Lombard Medal Oratorical Contest

Mr. B. Lombard Jr. of Boston, Mass., who for many years was interested in the First National Bank of Pullman, presented annually, for several years, a gold medal of the value of $50. The first winner of this handsome trophy was Eugene Person in 1902. It was won by Arthur T. Hooper in 1903, by Milton R. Klepper in 1904, by J.

N. Aiken in 1905, by Lee M. Lampson in 1906 and by John H. Brislawn in 1907.

The Stearns Medal Debate

On retiring from a long and useful service as regent of the State College, Mr. John W. Stearns, presented annually a beautiful gold medal trophy for the highest excellence in debate. Out of a selected list of subjects upon which the debating teams had been working, the subjects were assigned after contestants and audience were assembled. Each contestant presented a constructive argument and a rebuttal, and the prize was awarded on the merits of the argument. The winner was not announced, however, nor the medal presented, until commencement day. The first of these awards was made in 1903 to Mr. Hugh C. Todd, who some years later was Speaker of our House of Representatives. In 1904 Frank O. Kreager was the winner; in 1905, W. J. McLean; in 1906, N. J. Aiken; and in 1907, Miss Elizabeth Prior, who for many years past has been assistant principal of the Yakima high school.

Intercollegiate Debates

Throughout the period there was a deep interest in intercollegiate debate, and State College teams were placed first on many occasions, though with their share of losses of decisions. I have always thought that a great improvement in debate might be made by a change in the system of judging. My plan, like the system in football, would involve the employment of an expert. There should be but one judge and he be an expert in briefing

WINNERS IN ORATORY AND DEBATE

WINNERS OF STEARNS MEDAL

H. C. TODD, 1903 F. C. KREAGER, 1904 W. J. MCLEAN, 1905

INTERCOLLEGIATE ORATORY
ELIZABETH MCKAY, 1902

LOMBARD MEDAL
N. J. AIKEN, 1905

SILVER LAKE

arguments and deciding questions. He should be paid for his expert services, and like a court judge he should be seated on the platform and be addressed directly by the speakers. Oratory and debate are quite distinct.

The first intercollegiate debates were held in 1899 with the U. of W. and Whitman as the opposing contestants. The second in 1900 with U. of W. at Pullman. In the third, in 1901, the State College lost to Whitman. The intercollegiate debaters for the State College in 1902 were H. C. Todd, E. A. Cornelius, E. N. Hinchcliff, J. H. Jones and G. F. Henry and debates were held with Idaho, Montana and Whitman, each team being composed of three debaters.

In 1903-4 debates were held with Montana, Whitman and Idaho; H. C. Todd, E. N. Hinchcliff, Charles Miller, H. W. Walters, J. C. Early, Joseph Brislawn, Arthur Hooker and F. O. Kreager representing the Crimson and Gray. In the year 1904-5 S. E. Robinson, H. B. Berry, F. O. Kreager, Milton Klepper, W. J. Jones, W. J. McLean and F. K. P. Baske represented the college in intercollegiate debate against Idaho, Whitman and Montana.

In 1905-6 the intercollegiate debaters against teams from Whitman, Montana and O. A. C., were Kreager, Todd, Brislawn, R. E. Chapman, Sophie Ormsbee, R. E. Gay and A. I. Morgan.

In 1906-7 N. J. Aiken, H. E. Goldsworthy and Harold Davis defeated Whitman in intercollegiate debate. F. O. Kreager, H. C. Todd and R. E. Chapman likewise defeated O. A. C. Sophie

Ormsbee, F. O. Kreager and A. I. Morgan also defeated Montana.

Other "Activities"

The three strong literary societies, the Columbian, the Washington and the Websterian, flourished during this entire period and contributed much to the development of the college. Various departmental organizations were active and useful elements of college life. The Glee Club under the able leadership of Professor W. B. Strong made its annual trips throughout the state and became a strong tie between the college and the several communities in which it appeared. The military band, also under Professor Strong, filled an important place in college as well as military life.

The Evergreen

"The Evergreen is the mouthpiece through which student sentiment at the State College is voiced," said one editor. True in part and yet throughout this period of rapid development, its weekly visits rendered even greater service as a purveyor of college news. It was and should be primarily a *news*-paper. It became a great source of solidarity to the college, and its fine spirit is strongly manifest to any one who will re-

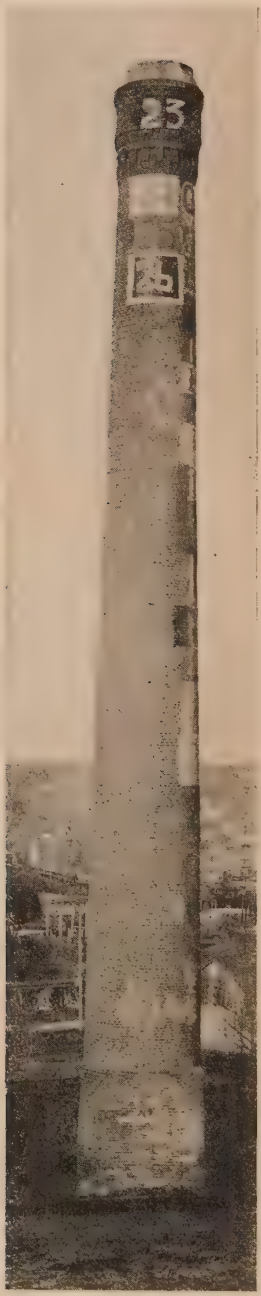
EVERGREEN FOUNTAIN

read its pages. In the year 1905-6 C. C. Todd (now Dean of the College of Liberal Arts) was its editor-in-chief and Roy G. Adams ('06) was its business manager. Wise and popular conduct of the paper enabled it to have a surplus of some $500 at the end of the year. With this sum it erected the beautiful fountain which stands in the path at the southwest corner of Bryan Hall. The fountain, deprived of some of its ornaments, still stands as a memento not only of that year's *Evergreen* staff, but of the fine expression of the student body in placing a useful and beautiful monument on the campus.

The Roman Arch

A memorial of like kind and of great beauty is the Roman archway of native basaltic rock at the Maiden Lane entrance to the campus, the gift of the class of 1905, inspired largely by the leadership of Miss Gertrude McKay. This noble archway has been more used in artistic illustrations of the campus than any other one feature. It is not only the costliest gift in proportion to the size of the class but the most expensive thus far in the history of the college.*

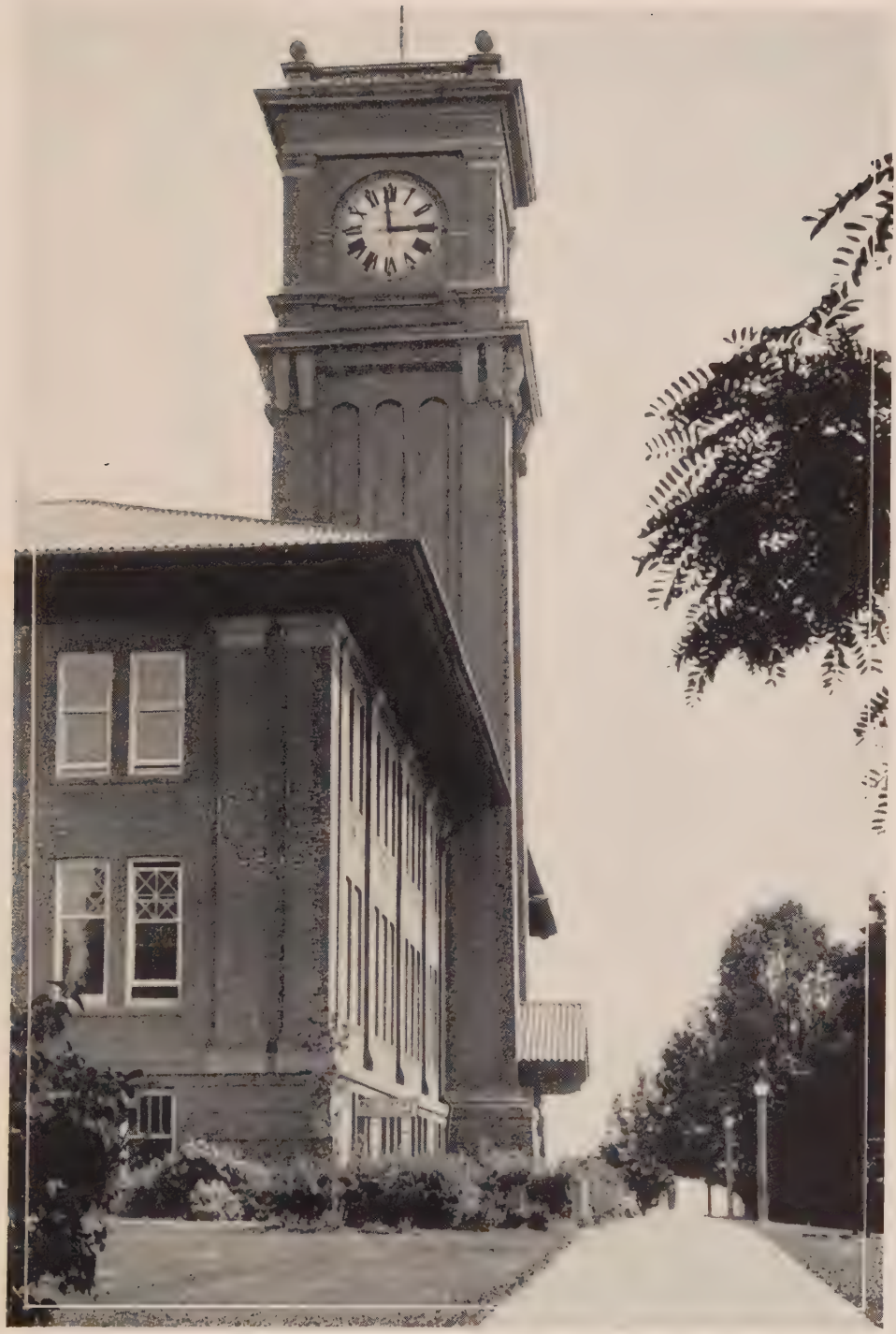
*See frontispiece.



THE "TOTEM POLE"

The "Totem Pole"

The class of '06 is credited with the idea of starting a record of successive classes which has become a tradition of the college. The abandoned chimney of the old plant which stood at the foot of the hill was to become the "totem pole" carrying the numerals as a genealogy of the successive college generations. The chimney could be entered through a long tunnel at the foot of the stack. It was easy enough to reach the top by an iron ladder on the inside of the stack until some enterprising youth or class removed the ladder and the ingenuity of successive classes was then hard put to the test to leave their record. It is said that once in a while a spiritless class hires a painter with his long ladders to paint the class numerals. When one column of numerals reaches near the ground another column is begun at the top.



ENOCH A. BRYAN HALL. BUILT 1908

IV

EXPANSION
1907-1916

Relief from Congestion in Sight

THERE are many things to mark the year 1907 as the beginning of a new era in the history of the college. The long period of suspense waiting for adequate buildings was ended. During this period the college had continued to grow in size, efficiency and public favor notwithstanding its handicaps. It was also the end of the directorship of the experiment station as a function of the president of the college. It was the beginning of a new period in several important departments (Mining, Home Economics, the Library, Music, Education, Forestry, etc.) The new era began with that flush of young statehood which was exemplified in the Alaska-Yukon-Pacific Exposition. It was likewise not devoid of one of those periods of internal stress and strain of which there were three during my administration of twenty-three years,—birth pangs which mark the advent of new institutions.

The marks of the passing out of the old and the entering of a new era are not instantaneous or sharply defined or consciously felt at the time, but all of them combined indicate that the college was passing out of the old into the new, out of primi-

tive, into conditions which mark it as a distinct historical period. The year 1906-7 had ended with an enrollment of 1100 of which 773 were men and 327 women—70 and 30% respectively. The graduates for that year totaled 61.

A Semi-Centennial Celebration

An event of a personal character, very pleasing to me, and not without interest to the college, occurred in May, 1907. The personal element was, perhaps, intended by its authors to bestow honor upon the college rather than upon me. The year 1907 was the 50th anniversary of the founding of the Michigan Agricultural College, the oldest of the agricultural colleges, and the anniversary was made a great occasion. The Association of Land Grant Colleges honored it by holding its annual meeting at Lansing and presenting a great program in which the occasion was made a celebration of the whole land grant college movement. Theodore Roosevelt, President of the United States, as the representative of the nation, honored this semi-centennial of the founding of the Michigan college by his presence and delivered an address to twenty-five thousand people on the beautiful campus of the college. The college itself made it a gala occasion, joining it with its annual commencement program and devoting an entire week to an elaborate celebration of this important event in its own history and that of the system of which it was a worthy representative.

Among other things the Michigan institution expressed its joy by conferring sundry honors and

degrees upon various persons throughout the United States and a few from Europe. To my profound surprise I was one (and the only one from west of the Mississippi River) to be the recipient of such an honor. The honor was the greater because the degree LL. D. was bestowed on me, not only in the immediate presence of the President of the United States and my colleagues, the representatives of all the land grant colleges and universities, but also because I stood in the class receiving this degree with the venerable James B. Angell, President of the University of Michigan, the Honorable James Wilson, Secretary of Agriculture, and President Stone, of Purdue University. Numerous other persons were honored with other degrees. I knew I was unworthy on my own account of this high honor and was sure that it was a recognition of approval of the new institution in the far west which in a few years had achieved a worthy place in the land grant college system.

Not many months were to pass, however, until my rejoicing should be turned into woe. In August or September following I was stricken with typhoid fever, which, after a serious siege, left me weak and physically helpless. "Every cloud has its silver lining" and this one did, for the Board of Regents insisted that I must take an absolute rest for three months beginning November 1; and this enabled me to make a long desired trip over parts of Europe. Leaving New York on the North German Lloyd steamer, Koenigen Louise, I passed the Azores, stopped at Gibraltar on my

way, landed at Naples, spent a few delightful weeks in sunny Italy, a few more in France and the remainder in England, and returned to New York on the great White Star liner, the Celtic, about February 1, 1908. When I reached the O. R. & N. station after nightfall I was met by a shouting mass of students and placed in a "buggy" (there were no autos) to which was attached a long cable and drawn to my home by hundreds of student hands—a royal welcome home which I by no means deserved but which made my return to my beloved college a very happy one.

Returning to the spring of 1907, the Legislature of 1907 with unusual generosity had made the following appropriations:

Maintenance	$217,254
Library and Assembly Hall, (Bryan Hall)	130,000
Recitation Building (College Hall)	125,000
Domestic Economy Building, (Van Doren)	25,000
Farm Buildings	7,000
Completion Veterinary Hospital	11,000
Hydraulic Laboratory	12,000
Farm Lands	12,000
Cooperative Experiments with Farm	2,500
Cereal Investigations	4,000
Farmer Institutes (Extension)	10,000
	$555,754

Six important buildings! A goodly sum for maintenance! Was it any wonder that the hearts of the college people should rejoice?

The sums now seem small, but then they seemed and were large. Besides, our federal funds had been increased by the passage of the Adams Act, which added $15,000 a year to experimental funds and the "Nelson Amendment" to the Morrill Act, which gave us $25,000 a year more for institutional purposes. The federal funds now amounted to $80,000 a year or $160,000 a biennium. The "College Fund" also at this time was by no means insignificant. An additional appropriation of $20,000, to be expended at Puyallup, brought the state total up to $575,754 and the whole available appropriation to about three-quarters of a million for the biennium. Notwithstanding our elation over this comparative success, the first statement in my annual report to the board points out the need of the most rigid economy in expenditure if we should make both ends meet. My second recommendation was the thorough repair of existing buildings which for lack of funds had been sadly neglected.

Temporary Change in Fiscal Control

The organic act and all subsequent acts had provided that the adoption of plans and specifications and the construction of all buildings should be a function of the Board of Regents—and very wisely so. At this time, not through any criticism of the Board of Regents, but through one of those periodic itchings to centralize control at the capital of the state, the construction of all

buildings throughout the state and the expenditure of all funds were placed in the hands of the Board of Control. Members of the Board of Regents were men of far larger business experience than the members of this political board and were entirely familiar with the affairs of the institution while the board of control was not. It is usually alleged that a system of this kind contributes to economy in the expenditure of the state. At any rate it always does contribute to the centralization of political power.

In an experience of over fifty years I have failed to discover any evidences of genuine economy when and where it has been used and I have often seen the opposite result. However, in this particular instance we had a well disposed board of control who consulted fully and discharged their duties satisfactorily. The only serious mistake, perhaps, was that College Hall was deprived of its face brick in order to bring the auditorium and library within the first bids. It was also necessary to lessen the fireproof qualities of the last named building by a roof and cornice with much wood in them. The library stack had solid concrete walls and a concrete floor and the stacks were of steel and glass, but over it was a roof which might burn—a defect not remedied until this year (1927). J. K. Dow of Spokane, an excellent architect, drew the plans and supervised construction. The auditorium and library and College Hall were completed in reasonable time, but not in time for use within that academic year.

The Domestic Economy building, named in honor of Mrs. N. L. Van Doren, was completed in

NANCY L. VAN DOREN HALL, BUILT 1908

time for use during the ensuing year. In choosing the site for this building, I had recommended the purchase for $1000 of a one-acre tract just north of the campus in order that the Domestic Economy building might be placed a little farther to the north thus leaving a larger open quadrangle. The board declined to make the purchase deeming the price of the land too high. College Hall was so placed as to bound the second quadrangle on the south. It was planned that some important building should eventually mark the eastern boundary of the quadrangle where the old gymnasium stands. The auditorium and library thus marked the boundaries of the "old quad" and quadrangle No. 2. It was necessary to tear down and remove the old College Hall which had been removed from its original site where Science Hall now stands to the spot now occupied by E. A. Bryan Hall. The college greenhouse then stood a little to the north and had to be moved to its present location.

The idea of combining the auditorium and library in one building was suggested by the arrangement of Memorial Hall at Harvard, in which Sanders Theatre (the auditorium) and the Memorial Art Gallery are so joined. We wanted as nearly as possible a ground floor building, centrally located so that the tides of college life might easily and quickly flow into or out of either. The reading room, with its mezzanine floor, surrounded by several seminar rooms has proved convenient. The possibility of the enlargement of the library as the needs of the institution grew has already been demonstrated by the addition of the

basement floor as a reading room. Spaces for a pipe organ were made next the stage. The auditorium was built after the manner of a theatre with excellent facilities for dressing rooms beneath, and has proved very satisfactory. The veterinary unit was constructed and the hydraulic laboratory built, and eight additional rooms more were finished in the third floor of Stevens Hall.

New Farm Land

There had long been need of more farm land for experimental and instructional purposes. The college had expected to buy a 157-acre tract known as the Woods tract directly east of the college farm. But the owner, knowing our purposes, now asked $100 an acre, which then seemed far above its market value. Some tracts, not adjoining the college farm, were offered. After considerable investigation we purchased the Irwin tract at $50 per acre, consisting of 160 acres connecting with the northeast corner of the college farm. It was good land but would hardly have been bought had not a 45-acre tract, known as a "blue jay" forty, lying in the angle between our north line and the west line of the Irwin tract, been available at a reasonable price. It was bought from H. J. Jackson. An additional eleven acres was bought soon after from W. H. Harvey for $1750. Two hundred sixteen acres was thus added at this time. The last mentioned tracts lay in the Sweetwater valley where the golf course has been laid out and through which the long Maple Drive to Round Top has been developed.

College Hall, Built 1908

FACULTY MUSIC AND FINE ARTS, 1913

I. H. KIMBROUGH
II. W. B. STRONG
III. MRS. KURIA STRONG
IV. GOTTFRIED HERBST
V. OSCAR JACOBSON
VI. ERNST EVANS
VII. MARY B. SAWYER
VIII. AUGUSTA ROZISKY
IX. LIONEL GITTLESEN

Important Change in the School of Music

In April of 1907 a radical and far reaching modification of the work in music was brought before the board. We were suddenly confronted with the probable loss of Professor H. Kimbrough, head of the piano department. We had already had abundant evidence of his superior administrative ability in addition to his excellence as a teacher. The work had already been, on the petition of the faculty, organized as the "School of Music" with courses leading to graduation with the degree Bachelor of Science in Music. It was proposed that Professor Kimbrough be relieved of a portion of his teaching load, and that he be appointed head of the School of Music, to take full administrative charge and receive a compensation for this which, when added to the proceeds of his lessons, would make a material increase in his salary. Under ordinary circumstances projects as important as this were "put to soak" in the minds of the Board long before their formal proposal. But here was an emergency. Prompt action was necessary and the recommendation was approved, though this action was followed for some time by embarrassments which formed part of the period of internal stress to which I have alluded. It was, however, a wise and timely action and laid the foundation for that great development of the School of Music and Fine Arts which has been so great a source of pride to the college.

Another bit of internal trouble was more or less connected with the long consideration and final settlement of the matter of the directorship of the experiment station. Professor E. E. Elliott, who had been head of the department of agriculture since the resignation of Professor W. J. Spillman in 1902, had also been director of extension since about 1905. There was now a $10,000 appropriation exclusively for extension work. It had been repeatedly pointed out to the board that the logical department to furnish the director of the experiment station was that of agriculture. The feeling was pretty well fixed that we were not financially able to employ a director who should devote all his time to executive duties, but one who should, at the same time, serve as a departmental head. There were objections within the Board to Mr. Elliott as director. I had come to the definite conclusion that I must be relieved of the directorship and so stated to the Board in 1907.

New Director for the Experiment Station

In June, 1907, R. W. Thatcher, who for several years had been chemist of the experiment station, was elected director. Professor Thatcher's development as head chemist of the staff and as an administrator and a scientist had been very satisfactory. The possibility of an outside candidate was also discussed but it was deemed wisest to appoint a member of the staff. Mr. Thatcher served in that capacity for some five years thereafter and received further promotion. The internal stress continued

VETERINARY SCIENCE BUILDING, BUILT 1908

B ST. ENTRANCE

throughout the year, culminating in the summer of 1908 in an investigation by the board at which, at my request, each head of a department was brought before the board and questioned as to the situation and asked to speak with the utmost freedom and frankness. For obvious reasons I asked to be excused from attendance while heads of departments were being questioned. The Board became fully satisfied on what was the root of the trouble and placed on record very decisive regulations which it hoped would prevent its recurrence. Mr. Elliott was elected to a similar position in the University of Idaho and resigned as a member of this institution. The vexed problems involved soon found satisfactory solution. During the eight years or so that Mr. Elliott had been connected with the college and the experiment station and extension staffs he had been an energetic and popular member of the college faculty and had rendered much service to the college and to the state, especially in extension service.

In this period the resolutions condemning certain members of the college faculty for lack of support to or opposition against the "Five Mile Bill," which had been before the last legislature, were filed with the board of regents. An artfully worded measure prohibiting the sale of liquor within five miles of the State College had been introduced and had been so written as not to affect the other state educational institutions but to bring the full force of the liquor element against appropriations for the State College. An analysis of the real elements involved made it clear that

while it would bring no measure of safety to the college it might endanger its very life. The petition prayed the Board to remove any and all members of the faculty who had expressed opposition to the bill. To this the board replied that it did not "deem it expedient to interfere with the religious or political opinions of members of the faculty." Anxiety for the protection of the youth from the evil influence of liquor was very commendable, but it would have been the part of wisdom in the petitioners to accept the evidence of years of such protection as a guarantee that it still would be provided.

The Domestic Economy department as well as the School of Music and Fine Arts was now starting on a new career with many candidates for the Bachelor's degree. A new building, new equipment and a growing demand for Home Economics teachers led to rapid growth.

For music and fine arts, for which individual and not class instruction was necessary, a moderate tuition charge was made and the income of this department rose to quite appreciable proportions and it became practically self-sustaining and not a burden upon the taxpayer. A fine pipe organ was purchased and installed and a very competent instructor in pipe organ, Ernst A. Evans, from London was employed. After his arrival the plan of having Sunday evening vesper service was established—a custom which has added greatly to the cultural opportunities as well as to the pleasure of college students.

Dr. A. A. Cleveland began his long connection

with the State College as assistant professor of Psychology in the year 1907. He was a graduate of the University of Oregon, and after some teaching experience he had completed his graduate work for the degree of Doctor of Philosophy at Clark University, then at the height of its strength with Dr. G. Stanley Hall as its head. Education had been organized as a department with H. C. Sampson as head. In 1908 Mr. Sampson was elected president of the Cheney Normal School and Doctor Cleveland was elected head of that department and so continued until he was made dean of the School of Education in 1917.

It was in 1907 that Mr. C. C. Todd began his career in the State College, accepting an appointment as instructor to fill the position of W. R. Bloor who was granted leave of absence for graduate study at Harvard University. Mr. Todd was later granted leave of absence for graduate study at the University of Chicago. There he completed his work for the doctorate and returned to the department to continue his career in chemistry.

Chairs of Architecture and Commerce Established

As far back as 1907 definite action was taken to establish a chair of architecture. The matter had been frequently discussed at an earlier period. Architecture had been regarded as one of the mechanic arts inherently connected with other lines of engineering. It was also decided that as a matter of practical operation the preparation of plans and specifications for college buildings could be assigned to such a department with economic advantage in many ways. The president of the college

was directed to seek for a suitable man to fill the position.

In February, 1908, a chair of commerce was established but was not filled at that time. The School of Business had for many years given excellent instruction in subjects now generally studied in the department of business administration and the department of Economic Science and History had given strong courses in economic theory, money and banking, transportation and sociology.

Notwithstanding illness and temporary internal disturbance, this third period in the history of the college during the years 1907 and 1908 was one of ever increasing growth. The end of the year, however, brought many changes in the faculty. Greatly increased facilities were at hand with the completion of the new buildings. Class room space in particular was doubled. The new library building gave us opportunities not only for library expansion but for a reorganization of the library that would contribute greatly to its increased usefulness. The increased facilities for the School of Veterinary Science and the engineering departments and the enlarged farm stimulated those growing departments.

At the April meeting of the Board, 1908, it was voted to confer on Hon. Herman D. Crow of the State Supreme Court the degree of Doctor of Laws, the ceremony to take place at the June commencement.

Herman Denton Crow was born at Delaware, Ohio, April 15, 1861. He was the son of Thomas Denton and Henrietta Crow. He was graduated

with the A. B. degree from Ohio Wesleyan in 1887, and A. M. in 1889. He was a member of the Phi Gamma Delta fraternity. He practiced his profession at Urbana, Ohio, and at Winfield, Kansas, from 1875 to 1890, in the latter year removing to Washington and opening his law office in Spokane, Washington. He was a regent of the State College from 1899 to 1905. He was a member of the State Senate from 1898 to 1903, inclusive. He was appointed judge of the Supreme Court in 1905 and elected in 1906 and again in 1908. At commencement the degree L. L. D. was conferred on Judge Crow by the State College and in 1911 by his Alma Mater, Ohio Wesleyan.

In 1908 W. H. Lawrence, of the department of Botany, was transferred to the superintendency of the Puyallup experiment station. Edith F. McDermott, under whom the department of Domestic Economy had been developed so rapidly and satisfactorily and who was then head, resigned to become the bride of Superintendent Lawrence, and Miss Gertrude MacKay was made acting head of that department and Miss Leila Hunt instructor in Domestic Science.

On the resignation of Miss Gertrude Saxton as librarian in 1908, Miss Stella Wilson, assistant librarian, was made acting librarian and Ethel Strong, assistant librarian.

Dr. H. B. Humphrey succeeded Assistant Professor Lawrence in the department of Botany. Mr. Humphrey had taken his doctorate at Stanford University and his undergraduate work at the University of Minnesota. He had spent a year of

research work on the grounds of the famous Luther Burbank in California.

With great regret the college at this time accepted the resignation of Professor W. J. Roberts who had been a member of the faculty since 1896 and who resigned to enter the private practice of his profession. With the exception of a term as State Highway Engineer by appointment of Governor M. E. Hay, he has continued ever since as a consultative engineer and has been connected with many important works. His office is in Tacoma. Professor Roberts was succeeeded by Mr. E. D. Watson as far as the mathematical instruction was concerned.

Mr. F. F. Nalder resigned and was succeeded by F. T. Barnard, who has continued for almost twenty years as our efficient registrar.

Dr. Allison Gaw of the University of Pennsylvania was called to the English department. Doctor Egge still remained as head of this department.

Director Thatcher assumed the duties of acting director of extension in 1908.

Mr. J. R. Bender was called to St. Louis University, taking Miss Pearl Cassell, instructor in Latin, as his bride, and was succeeded by J. F. Bohler, late of the University of Nebraska, who came to the college at this time and began his long and successful career as physical director.

Horticulture was again at this time made into an independent department with Professor W. S. Thornber as its head. The number enrolling in horticulture during this period was quite remarkable.

J. F. BOHLER, *Physical Director*

While the year 1908 was marked by many changes, yet it will be observed that there was little disturbance of the administrative phases of the several departments of the college and no disturbance of its administrative policy.

College Funds to Be Deposited in the State Treasury

The Legislature of 1907 had passed an act (Chapter 96, Session Laws 1907) which for a time disturbed the fiscal arrangements of the institution. Under the federal laws all federal appropriations (Hatch fund, Morrill fund, etc.) must be paid to the treasurer of the college and be expended under the order of the Board of Regents. Likewise all moneys for fees, tuitions, rentals or

other charges and the proceeds of all sales were paid to the treasurer and paid out by him on the order of the board. But with the strong disposition in the Legislature of 1907 to concentrate power in a political board of control, the above mentioned act was passed. It provided "that it shall be the duty of each state officer or other person * * * who is authorized by law to collect or receive moneys belonging to the state or to any department or institution thereof, to transmit to the treasurer of the state each day all moneys collected by him on the preceding day, together with a statement of the source from which each item of said money was derived, and to transmit to the state auditor a duplicate statement: Provided, 'failure to comply with this order rendered the official liable on his bond in a sum equal to ten per cent annual interest on the amount'."

Aside from the inconvenience and impracticability of this law it was in conflict with the federal statutes insofar as it affected federal funds, and furthermore it deprived the college of funds which lawfully belonged to it, and for the proper expenditure of which its board was exclusively responsible. These moneys, once paid into the treasury could not be paid out without appropriation, and thus funds lawfully appropriated for certain uses were unlawfully diverted into the general fund of the state. Regent F. J. Barnard of Seattle was treasurer of the board.

In December, 1907, the treasurer was ordered by the regents to turn over to the state treasurer such funds as were covered by Chapter 96, Session

Laws of 1907 "as interpreted by the opinion of the attorney general dated November 29, 1907." It became more and more questionable whether the treasurer of the Board could with safety to himself comply with the provision of this order. On August 6th, 1908, Regents Barnard and Browne, as a committee, proceeded to Olympia to consult with the governor, the treasurer and attorney general relative to the matter. The committee reported back on August 31 that the attorney general admitted the cogency of the argument against making the deposits and suggested that the further transmission of the college funds and federal moneys be suspended until the matter could be settled by a friendly suit, and he agreed to appoint an attorney to represent the college in the premises as his office would represent the state treasurer. The Board accordingly directed Mr. Barnard to send no more money arising from rents, fees, deposits and other moneys until further directed by the board. The result was a friendly suit under the style of Lee A. Johnson, et al vs. C. W. Clausen, state auditor, which was heard by the Supreme Court and a decision handed down to the effect that the treasurer of the college should not make further deposit of these funds in the state treasury. It was held by the court that the act of 1907 did not intend to embrace money received from the United States Treasury or other local income of the college constituting what is known as "the college fund" and that the college treasurer was not obligated to pay these receipts into the State treasury.

The Board of Regents had no objections to the deposit of the college money in Olympia or in the State treasury if received there as trust funds and not subject to reappropriation. They were in no sense part of the State revenue. It had no wish to bestow favors on local banks. It did object to placing the control of funds in the hands of persons who had no responsibility for the welfare of the college or to making the college a source of revenue for the general fund of the State. Therefore, later, it voluntarily introduced a bill through one of its members, who was a member of the Legislature, making the state treasurer ex-officio treasurer of the college. The state treasurer must, however, be annually elected college treasurer by the Board to avoid conflict with the federal laws which provide that certain funds shall be paid to the treasurer *elected by the Board of Regents.* From that date forward all moneys received by the college have been deposited in the hands of the state treasurer as its treasurer. In his hand these moneys constitute a trust fund and are not a part of the treasure of the state subject to appropriation by the Legislature. So far as I am aware the State College is the only one of the state educational institutions *all* of whose money is thus deposited in the state treasury. It is significant that the Legislature of 1909, in remaking the school code, provided that "the Board of Regents shall direct the disposition of any moneys *belonging* to or *appropriated* to" the college, thus fully recognizing the two sources of its revenues. Also "The treasurer of said board shall make disbursement of the funds in his hands on the order of the board."

In September, 1908, Mr. George Grimes was advanced to the title Superintendent of Buildings, which he has ever since filled so acceptably.

An important addition was made to the School of Music at this time in the person of Mr. Lionel Gittleson, of New York, a violinist whose reputation in recent years in New York and Philadelphia has been a source of pleasure to his old associates at the State College.

Director Thatcher's administrative duties had now grown to such proportions that a head chemist for the experiment station became necessary. This was provided for by the election of George S. Olson, B. S. and M. S., of the University of Wisconsin, who served the college for many years thereafter.

Alice G. Patterson, B. S., of the University of Indiana and graduate student of the University of Chicago, began her career in the Department of Chemistry, continuing very acceptably for the next twenty years.

There had been an increase of twenty-four per cent during the year 1907-1908 in the attendance of the college, and the new buildings would not be completed until the fall or winter of 1908. The State Board of Control, then responsible for the expenditures of the building appropriations, now decided to expend the entire appropriation on completion of the buildings, leaving equipment to be cared for by the 1909 Legislature.

College population was "pressing on the means of subsistence" and tended to outgrow it.

At about this period a scourge of smallpox broke out within the college. Immediately following the discovery of the first case, seventeen new cases appeared, all of which were mild. The outbreak was so handled that not a single secondary case appeared. Professor O. L. Waller rendered highly valuable assistance as chairman of the committee on public health. There was absolutely no change in the daily program of classes, and no students were permitted to leave the campus during the prevalence of the scourge.

In 1908 W. C. Kruegel, '02, was made chief accountant and bursar of the college, a position which he has now filled for a period of nearly twenty years with distinguished ability. Between graduation and entrance upon these important duties, Mr. Kruegel had had many and varied experiences which included High School teaching, round-the-world voyages on the warship Wisconsin as paymaster's clerk, and some years of army experience in the Philippine constabulary.

The biennial report submitted to the governor in the fall of 1908 called attention to the fact that the change of name had not affected adversely the function of the college relative to agriculture. It pointed with a certain degree of pride to the fact that the contrary would seem to have been true, for since 1905 there had been a rapid increase in the enrollment in agricultural studies. The catalog for the year ending June, 1908, showed an enrollment of 395 in agriculture and 203 in horticulture, a total of 598 enrollments not including related subjects or enrollments in farmer institutes. In the

same year 250 women had received instruction in Domestic Economy.

The A. Y. P. Exposition

The college participated fully in the A. Y. P. Exposition in 1909. Dr. S. B. Nelson was appointed director of the college exhibits. Professor W. T. Shaw, who had been making a large biological collection in Alaska on behalf of the college, exhibited this important scientific collection in cooperation with the Alaska exhibit of the federal department. The college cadets were sent for a week's encampment at the exposition. This gave the students an excellent opportunity to examine the exhibits and enjoy the other features of the exposition. The exposition was a great stimulus to the growth of the University.

Proposed Boulevard
Through the College Farm

In 1909 the Board of Regents considered the proposition of making a boulevard through the college farm as an extension of College Avenue and Main Street, Pullman. One purpose was to place in position for constant observation the college livestock and the college barns. A feature of this project was the construction of a viaduct over the railways connecting Main Street with College Avenue. Negotiations with the owners of land east and west of the college farm and with the city of Pullman were authorized; also with the railway companies for an overhead crossing. This project of a boulevard and viaduct did not receive the support of the city council and it was some years be-

fore the tract east was added to the college farm; so the plan has never been carried out, though there were manifest advantages in the project.

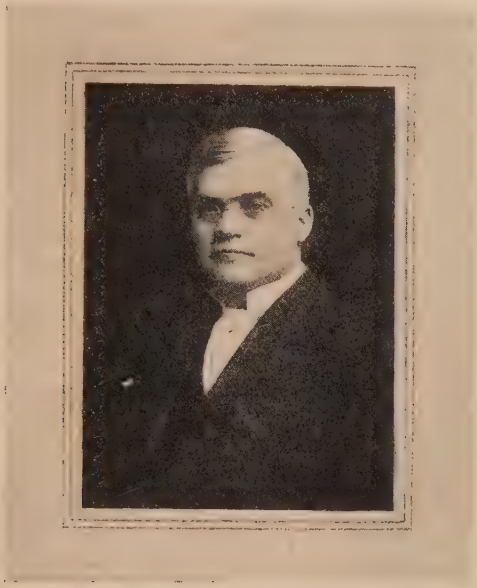
Faculty Changes in 1909-1910

Courses in the Scandinavian languages and literatures were established at this time, and Dr. A. E. Egge, who from 1896 had been head of the department of English and who was a competent Scandinavian scholar and the author of many translations from Scandinavian literature, was made professor. This was done in recognition of the strong and worthy Scandinavian element in the Pacific Northwest.

Miss Charlotte N. Malotte, after a service of ten years during which she had been advanced from an instructorship in Latin to the headship of Latin, resigned. In the following September she was married to Mr. W. C. Kruegel, auditor and chief accountant of the college. Alvin E. Evans, Ph. D., of the University of Michigan was chosen as head of the department of Latin, and later Dr. F. F. Potter became assistant professor of Latin. Doctor Evans was elected professor of law in the University of Idaho in 1917 and later became professor in George Washington University, and at the present time is dean of the law school of the University of Kentucky. Doctor Potter is still with us in charge of the Latin. Professor Isaacs returned from graduate study at Columbia and was presently made head of the department of mathematics.

On June 10, 1909, Professor O. L. Waller was made vice president upon my recommendation.

CAMPUS IN WINTER, 1910—PULLMAN FLOOD, 1910



O. L. WALLER, *Vice President*

From 1893 to 1909 I had been accustomed to appoint Professor Waller to act in my absence and he had discharged this duty with sound judgment and great wisdom. While I was in Europe in 1907 he had been acting president, and discharged the duties of the office in a very satisfactory manner. Professor Elton Fulmer, who had for many years been head of the department of Chemistry and chairman of the committee on discipline, was at the same time, on my recommendation, made dean of the faculty. His services to the college and the state throughout his lifetime were great and his memory should ever be cherished by the college. To him more than to any one else the state is indebted for pure food legislation and administration.

At the April meeting, 1909, the Board received a petition from the student body asking for the appointment of a graduate manager of athletics, whose salary should be paid one-half out of the funds of the Associated Students and the other half from the funds of the college. Mr. John H. Jones, '03, a mining engineer of Lewiston, was elected to that position, and soon after was added to the instructional staff of the department of Mining and Metallurgy. In both capacities he rendered very efficienct service.

W. C. Willard, C. E., of Lehigh, was elected professor of railway and highway engineering and Dr. J. W. Kalkus, who is now superintendent of the Puyallup experiment station, was chosen as a member of the faculty of the School of Veterinary Science, in which he continued until 1925, at which time he was transferred to the Puyallup station. Doctor Kalkus did some very important research work while connected with the college of Veterinary Science.

The reorganization of the library on its removal from its quarters on the fourth floor of the Administration building was accomplished under the administration of Librarian Asa Don Dickenson, an experienced librarian, graduate of the New York State Library School. Professor B. L. Steele was added to the physics department, of which in later years he became head. Leroy F. Jackson was made professor of history and Dr. Paul Voght, professor of Political Economy.

Aliens Are Excused From Military Drill

A petition from fourteen residents of Canada, who were enrolled in the college, to be excused from military drill, led to the adoption of a rule that all aliens should be exempt. We had several orientals and a considerable number of students from the British Dominions. A considerable migration to the college from the British Empire began at this time which two or three years later reached fifty or more. Several of these British subjects came directly from England and Scotland and quite a number had been students of the English and Scotch universities. Some came from Australia. They were a fine set of fellows, with very good social antecedents, though with less ability, in most cases, to adapt themselves to the conditions of a new country than were the American students. The outbreak of the Great War recalled all of them. Since the war several Canadian students have been enrolled.

Director Thatcher Becomes Head of the Department of Agriculture

About the first of January, 1910, Director R. W. Thatcher, who was also professor of Agricultural Chemistry, was made head of the Department of Agriculture to fill the vacancy made by the resignation of Professor George Severance, who since the retirement of Professor Elliott in 1908 had been acting head of the department. Professor Severance resigned January 1, 1910, to enter upon the practice of his profession as agriculturist in Canada.

All the work of the department of Agriculture, the experiment station and extension were now concentrated in Professor Thatcher's hands. The vacancy in the chair of Agronomy was filled not long after by the election of Professor Leonard Hegnauer from the faculty of the University of Illinois. In the same year C. C. Thom was made assistant professor of agronomy and later professor of soils.

Death of Regent F. J. Barnard

On January 24, 1910, the college suffered a serious loss in the death of Regent Frank J. Barnard, of Seattle. Mr. Barnard had been a member of the board for nearly ten years and had been a constant attendant upon its meetings and deeply interested in its proceedings. For almost ten years prior to his becoming a member of the Board he had been the very successful city superintendent of schools of Seattle, efficient in their administration and beloved by his staff. He was a graduate of Cornell University. He spoke frequently, though briefly, to the student body of the college and was always a great favorite. His death had been sudden and unexpected and was due to heart failure. He was succeeded in the regency by a man, who, in 1916, also met with a sudden and tragic death.

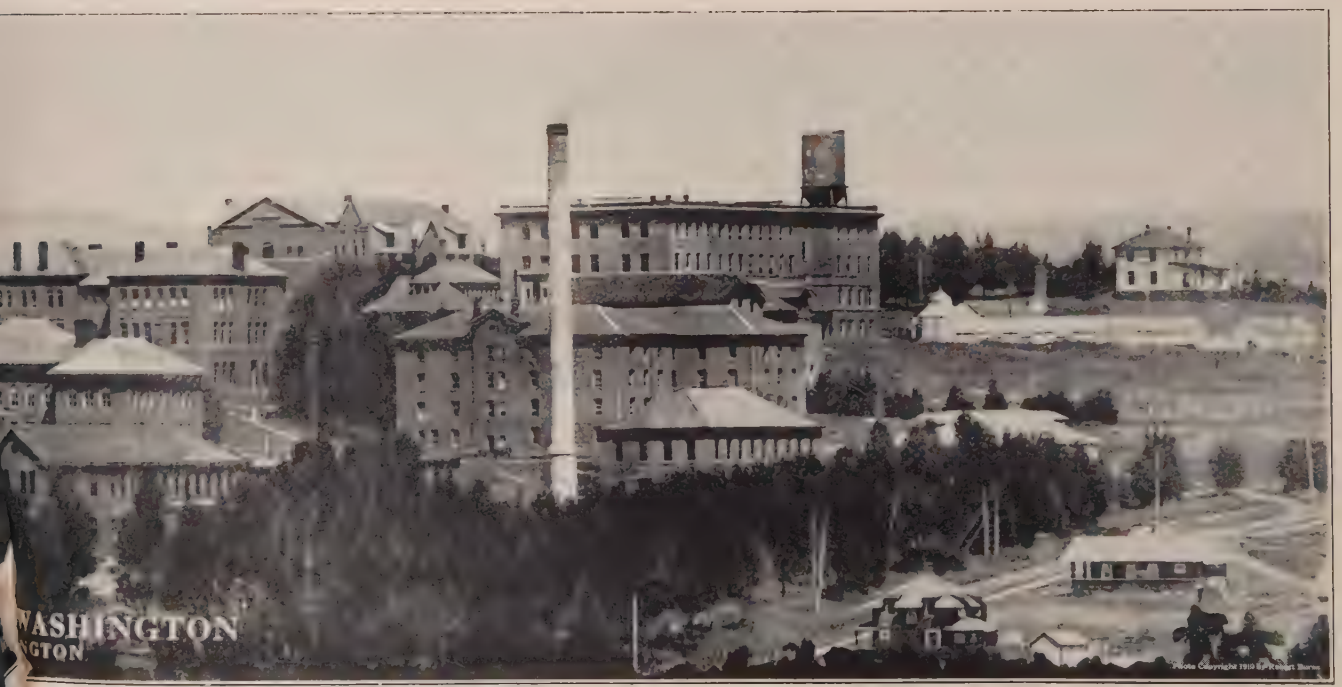
Regent David S. Troy succeeded Mr. Barnard. Mr. Troy had served in the State Senate for some time and was at the time of his appointment a State senator. From the early history of the college he had been a strong and constant friend of the institution. He was in charge of an extensive and unique dairy manufacturing organization in Jef-

ferson County. As an active member of the State Dairymen's Association he had always cooperated with the State College in advancing the dairy industry. In the Legislature as chairman and member of important committees he could always be relied upon for strong and wise support to educational and agricultural measures. During the six years from the time of his appointment until his death he was most earnestly devoted to the welfare of the college—a source of strength when its welfare was attacked and an aggressive leader in fighting its battles. Like Regent Barnard he was possessed of those qualities of mind and heart which greatly endeared him to all who came to know him.

Oyster and Fish Investigations

In the years 1909 and 1910 an unfortunate discussion relative to a marine biological laboratory took place which in the end resulted in the withdrawal of the State College from that field of research. As far back as 1906 the State College had at the request of the State Fish Commission undertaken investigations, at first conducted in Willapa Harbor, in the propagation of the eastern oyster in western waters, under Professor C. V. Piper, head of the biological department. R. S. Doane and Stanley Piper of the staff were detailed for this work. Eastern oysters would not propagate in western waters, though spat from eastern oysters would grow rapidly. This work and that of the food fishes was regarded as quite in line with the industrial ends of the land grant college system and was not at that time being approached from that

NG WEST FROM CAMPUS



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PULLMAN IN 1896—I.

CAMP

—a very inopportune time for the purpose in view. During the first semester of the year 1909-1910 three members of the committee, all from King County, again came to the college on a Saturday and Sunday, the president of the college being absent in the discharge of official duties at the time. In their report the committee says:

"The committee made two visits to the Washington State College at Pullman. We examined the method of handling appropriations and other funds coming into the possession of the college. The system now in vogue is designed to meet their needs and furnish proper safeguards for all moneys handled.

"We fully appreciate and endorse the value of the agricultural, horticultural, experimental and scientific departments of the college; they should be encouraged and given all necessary assistance by future legislatures.

"We deprecate the apparent jealousy and rivalry existing between the State College and the University of Washington. These two great institutions in this, the greatest state of the Northwest, should work in closest harmony, in order that they might fill to the highest degree their respective places in modern education. We feel that in this State there ought to be but one university and one experimental and agricultural school. Climatic and other conditions in eastern Washington are peculiarly adapted to maintenance of an experimental and agricultural school in that section. We believe that if the college at Pullman devotes its efforts primarily to experimental agricultural and scien-

tific work and the university at Seattle continues to develop into a university of the highest type, the best interests of the State would thereby be subserved. In most states of the Union the legislatures have provided for one university and one experimental and scientific school. This is the case in Kansas, Nebraska, Minnesota, Iowa and elsewhere and with marked success."

Apart from the fact that this subcommittee goes out of the way of its duties to fan into flame the "apparent rivalry and jealousy" which it alleges exists, it displayed astonishing ignorance as to the situation in Iowa and Kansas and a total misapprehension as to the agricultural schools connected with the Universities of Minnesota and Nebraska which are no part of the institution created by the Morrill Act. What they recommended would not only have been in contravention of national and state law, the latter enacted and in force over a period of twenty years of statehood, but it was a bald recommendation to the legislature to be guilty of a breach of faith with the federal government and the people of the state and to emasculate ruthlessly one of the state institutions for the sake of the exaltation of the other. This was the initial step of a movement which five years later took more tangible form and which threatened the autonomy of the college in 1916-1917. The attempt to carry out such a policy would have been an attack upon the sacred obligation of the State with the United States and a breach of faith with the people of the state.

Further Additions to the Faculty

In the spring of 1910 Bruce McCully, Ph. D., of Harvard, was elected head of the department of English, to enter on his duties September, 1910, and Doctor Egge was transferred to the Scandinavian and early English. Doctor McCully was a ripe scholar and and experienced teacher, and remained as the efficient head of the English department until 1920, being succeeded by Dr. C. A. Cornelson.

In 1910, Professor F. C. Chalfant, professor of German, was promoted to the headship of the department of Modern Foreign Language, in which he served until 1926. Professor C. A. Barry, who had held this position from 1895 till 1910 and whose health had become somewhat impaired, retired from this position and from the teaching profession, seeking for a time a complete recovery of his health. The modern language faculty had at this time seven members (not including the instructor in Scandinavian). German had, until the war period, by far the largest enrollment, though French and Spanish had excellent enrollments. In the same year Miss Elsa Irrmann, of Berlin (now Mrs. F. C. Chalfant) was appointed instructor in German, and Miss L. Brousse, of Grenoble, instructor in French.

Lieut. Peter J. Hennessey, Fifteenth Cavalry, U. S. A., was detailed by the War department as professor of military science and tactics and commandant of cadets.

Professor W. G. Beach, head of the department of Economic Science and History, presented his res-

ignation to take effect September, 1910. He had been tendered the chair of Sociology in the University of Washington, and with the hope that Mrs. Beach's health would be bettered by the lower altitude had accepted the appointment, much to the regret of all members of the college. His thirteen years of service to the college had endeared him to many generations of students, all of whom had a deep admiration for his scholarship and for his rare knack of imparting instruction. In 1916 he returned to the college as dean of the College of Sciences and Arts and gave several years' further useful service to the institution, before becoming a member of the Stanford faculty.

Definition of the Function of Dean

A question as to the function of the dean came up for consideration in 1910 and was discussed fully by the president, the board and the dean. The board then made a record of its definition of the duties of the dean.*

It will be remembered that at the time to which this relates the college was organized into departments. There was but the one dean. Seven years later the organization of "colleges" and "schools" each with its separate "dean" took place.

*"The dean shall have immediate oversight over matters pertaining to the student in his general relations to the college curriculum, including his admission, enrollment, classification, examinations regular and special, and graduation. Also the granting of definite or indefinite leaves of absence. It is not intended that the authority of the dean shall supersede that of the president of the college in the premises, but that it shall be the ordinary channel through which this part of the business of the college is done. There shall be held each month of the academic year one or more stated meetings (of the faculty) at which the dean shall preside for the consideration of questions arising out of or relating to the above functions."

The President Seeks Rest

In the spring of 1910 I determined to resign. In my annual report at the April meeting I had said, "I do not think there has been a time in the history of the college when we have been blest with more loyal and competent men at the head of the several departments than at the present time." This statement, uttered with sincerity, could almost have been repeated so far as the entire faculty was concerned and reflected the condition throughout the entire institution. But I was tired, mentally and physically, and perceived that my wife also was much in need of release from the long strain of responsibility which she had cheerfully borne with admirable fortitude for some seventeen long years. I had taken no vacation from 1893 to 1910 except the enforced leave of absence after typhoid fever in 1907, which I had spent in Europe. The institution was in such a shape that it could be left without anxiety. The cumulative effects of the long strain were beginning to be felt seriously. In fact I had not fully regained my strength after the siege of typhoid fever in 1907.

Accordingly I stated to the board a short time before the commencement meeting my intentions, and placed in its hands my written resignation in the face of strong protests. The Board declined to take immediate action and laid the resignation on the table. The matter leaked out and was received with surprise and strong opposition throughout the state. Meetings of the alumni were held through the state; strong protests were sent to

the board and appeals were made to me to withdraw my resignation.

When the board met in June a large delegation of citizens of Pullman appeared before it strongly protesting and urging the board to use every effort to bring about the withdrawal of the resignation. Judge Thomas Neill and E. S. Burgan headed a delegation of citizens who presented a lengthy petition to the board. A like petition from citizens of Colfax was laid before the board.

A faculty committee likewise presented a petition to the board signed by practically every member, urging reconsideration and suggesting that a leave of absence for rest be granted and that I be asked to withdraw my resignation. Similar action was taken by the student body. To these the board itself added its earnest request that I withdraw the resignation and take such rest as might be necessary on leave of absence. All this was irresistible and before commencement day arrived I had consented to withdraw my resignation and so notified the board. Regent R. C. McCroskey, with perhaps too keen a sense of the dramatic and who, as president of the board, was presiding on commencement day, withheld any intimation as to the decision until the very close of the exercises. There had been a great ingathering of the alumni for this commencement. President Duniway of the University of Montana delivered an inspiring commencement address. The degrees had been conferred on the graduates and the honors announced. Then President McCroskey made the announcement that the president of the college had consent-

ed to withdraw his resignation and accept a leave of absence for rest A wild demonstration followed in which my wife shared with me in witnessing the evidence of loyalty and affection of students, alumni and faculty.

The Mill Tax Achieved. 1911

The Board of Regents in 1910, the year preceding the meeting of the legislature, gave much attention to the presentation of a bill for the maintenance and support of the educational institutions of the state on the basis of a fixed mill tax. For ten years the board had had such a plan under consideration and had repeatedly adverted to it in its biennial reports. As early as 1900 it had called the attention of the governor and legislature to the necessity of a more stable and permanent maintenance fund which could be secured by a mill tax. In 1906-1907 the State College board held conferences with the other educational institution boards, Regent Barnard conferring with a committee of the University board; Regent J. J. Browne with the Cheney board; and I with the boards of Bellingham and Ellensburg. All boards were favorable to the principle but exceedingly chary about committing themselves on matters of detail—especially as to the division of the millage.

On the basis of appropriations already made it appeared that a levy of one mill would yield an adequate sum for the support of the institutions. The assessed valuation was a little more than a billion. One mill would yield a million a year or two million a biennium. This was a little more

than the appropriations at any session. If each institution should receive in proportion to the appropriations previously granted, the aggregate would come within the limits of the proceeds of a one-mill tax. A bill was introduced into the House by H. S. McClure of Whitman and an identical bill by Senator Miller of Walla Walla County, providing for a levy annually of one mill on all taxable property of the state for a period of ten years, the proceeds to constitute an educational institution fund, of which .42½ mills would be for the maintenance, support and improvement of the State University; .32½ for the State College; .09 for Cheney; .09 for Bellingham, and .07 for the Ellensburg Normal. Before passage the rate for the University was increased to .47½, and the total millage to 1.05 mills. Ten years was deemed too long a period before revision and this was reduced to six years making the revision in 1917.

At that time and again in 1921, the period before revision was made four years. This was a serious mistake and almost robbed the system of its greatest virtues. Ten or eight years or an indefinite period, as provided in the Act of 1925, would have been better, the income being used as a balance wheel, special needs being met by special consideration and appropriation from time to time. One serious miscalculation—not destructive of the principle—was made. It was assumed by all that with growing population and wealth the assessed valuation of the state would increase accordingly. But it remained stationary or at times declined slightly. Rising prices also affected the adequacy

of the income. No one dreamed of the coming or the effect of the Great War. In all other respects the bill met the most sanguine expectations of its sponsors. Calm assurance of adequate support led to stable policies in the institutions and the "cutting of the coat according to the cloth." The educational lobby disappeared from Olympia. The politicians were deprived of their chief means of support for doubtful bills, for which they could no longer force support from the friends of the institutions. Presidents of institutions were called to Olympia for a single twenty-four hours during the session to explain their budgets to the respective committees. Jealousies and recriminations between the several institutions disappeared and did not reappear until 1917, when the distribution of the millage was again up and was complicated by other and more serious problems. Broadly considered, the system is one which makes for the greatest economy in the state, the greatest harmony among the institutions, the least prostitution of the sacred educational obligations of the state to political purposes. In presenting the millage system to the governor and legislature in its 1910 report the Board of Regents quoted from my annual report the following:*

*"Perhaps the most important line of action for us in the immediate future is that of securing a mill tax for the higher educational institutions, viz. the University, the State College, and the three normal schools. There is no legitimate excuse for the biennial scramble for the means of subsistence on the part of these institutions. They have been established after mature consideration by the people and their representatives. They have been richly endowed by the state and national governments. This college in particular is the beneficiary of a large annual money grant from the United States Treasury. The state in receiving this has entered into solemn obligations and engagements with the United States for its use for the purposes for which it was given. The policy has thus been determined by the people, and there

The same report to the legislature showed an enrollment of 1371 students for the preceding academic year, of whom 954, or 70 per cent, were males, and 417, or 30 per cent, were females. It is interesting to note how steadily this ratio of men and women continued through the first twenty-five years of the history of the college. The enrollment in agriculture still continued to increase and the board pressed upon the attention of the legislature the construction of *two* buildings each to cost not less than $150,000, one for agriculture, the other for the mechanic arts—the twin pillars on which the land grant college system rests. It also again urged the necessity for a fireproof structure for the protection of the herbarium, and again urged the necessity of an adequate armory,

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is no just reason why they shall not take the further step of fixing an annual grant for support on some permanent basis. This would make the financial basis a certainty instead of an uncertainty. A steady development would take the place of years of fat and years of lean. The charge of lobbying for appropriations; the charge of log rolling with other institutions for mutual support; the charge of jealous competition among the institutions themselves so that each could get the largest appropriations; the charge that good and upright men who stand for higher education permit themselves to be 'held up' by unworthy measures rather than see the educational work sacrificed; the charge that the state was spending an undue proportion of its revenue for this purpose; these and like charges, whether well founded or, as I verily believe, without substantial foundation, would disappear. The institutions would be put upon a business basis. In a new and growing state it is natural that there should be rapid development in its colleges and universities. To meet this the addition of facilities should be steady, not spasmodic. The board should be able to count ahead for a considerable number of years. Its buildings should be permanent, not temporary in character. They should be made to endure centuries, not to tumble down in a few short years, which is wasteful. The time has been, in this period of most rapid development, when for six years no buildings or facilities were added. The natural result was that when necessity finally forced action the state was startled at the amount necessary, and many said, 'this will provide all that is necessary for years to come' whereas it was merely catching up with the growth during the years when the relief was denied. The State Grange, the Farmers Union and various commercial and civic organizations have gone on record as favoring a permanent 'mill tax' as affording a remedy for some of the evils complained of."

under which word the combined institution for gymnasium and armory purposes was described. At that time the state was building many armories and it was thought to be good tactics to use this name for the building for joint uses. The dry land and irrigation problems were also again presented to the legislature.

The Legislature of 1911 appropriated $545,000 for the use of the college and passed the mill tax law which two years later with the increase of the college lands gave us for 1913-14 $757,306, which with the federal funds and college funds made available over one million dollars for the biennium.

"Domestic Economy"
Becomes "Home Economics"

Miss Gertrude McKay had been the very efficient acting head of this department from the time of the resignation of Edith F. McDermott in 1908 until the Fall of 1911. During this period we had sought for a new head to the department who might develop certain conceptions of home economics which seemed to be timely. In pursuance of this purpose, I visited a number of the eastern colleges and universities including Nebraska, Iowa, Illinois, Ohio, Columbia, Cornell and others observing the work in this department and seeking a permanent departmental head.

In the earlier years of the introduction of home economics or domestic economy, as it was then called, the work was largely empirical and practical. It is fortunate that this was the case. Empirical instruction was given in the largest universi-

ties just as in Drexel, Pratt and like schools. The purpose, in that period, was primarily to provide an opportunity for college women, in addition to their literary and scientific studies, to learn the elements of domestic economy for the sake of its application as housewives. The technical training for teaching or other kindred purposes was not emphasized at that time. The popularity of the work had led even at the date mentioned to its introduction into many secondary schools, with the result that some of them were doing work very like that done in the colleges and universities. It had become quite clear that, if home economics was to survive in the university curriculum, it must be put on a university basis—that is, it must rest consciously on the fundamental sciences and less on empirical household arts. We sought a head for the department through whom that conception might be realized. Chemistry, especially physiological chemistry, must be made fundamental; physiology and bacteriology must find a larger place; practice must be based upon principles.

Miss Josephine Berry was elected professor of nutrition and head of the department. To her undergraduate courses in middle western universities and considerable experience in teaching she had added three years of specialized graduate study at Chicago, Yale and Columbia. She was well skilled in physiological chemistry. She was recommended in very high terms by Mrs. Ellen H. Richards, so widely known in this field of education at that time.

Upon Miss Berry's recommendation Miss Agnes H. Craig (some years later head of the department) was appointed professor of Domestic Art and Saidie J. Swenson instructor in Domestic Art. Miss Craig and Miss Swenson came from the faculty of the State Women's College of Texas. Miss Louise McDaniel, M. A., Columbia, was chosen as professor of Foods and Cookery. The faculty of this department then numbered six and the enrollment had been constantly increasing. The curriculum was revised in important particulars. It was at this time that the name of the department was changed to the department of Home Economics. This was among the first if not actually the first college to establish the system of "practice cottages." Miss Berry later accepted a position with the University of Minnesota as a departmental head and later still became the first head of the women's work under the provisions of the Smith-Hughes Act. Her successor was Miss Agnes H. Craig, who remained in charge until 1917.

A Dean of Women

The position of preceptress of Stevens Hall under Mrs. Nancy L. Van Doren and her successor had carried with it more than the name implies, though not so much as the title "Dean of Women" indicates. After the resignation of Mrs. Margaret R. Andrews it was determined that we could no longer defer the selection of a dean of women. Sororities had arisen and the number of women not in the hall had greatly increased and action could no longer be postponed. After much search

DEAN RHODA M. WHITE

Miss Rhoda M. White, who had been dean of women of Middlebury College, Vermont, was selected. Miss White had been a graduate student of economics of the University of Wisconsin and was a woman of very superior intelligence and much experience. With an assistant in immediate charge of the hall she was installed in her new office in the fall of 1911. In her official capacity Miss White displayed great ability in the difficult and often delicate tasks before her. Thus far the sororities had felt a large degree of independence, and women living in private homes had hardly realized that it was anybody's business to interfere with their private affairs. In Stevens Hall itself, Dean White felt that much attention should be given to training in purely social amenities as well as in scholarship. All this meant discipline and Dean White was a disciplinarian and she did not find her place a "bed of roses" in the early years of her work. Yet she rendered a highly important service to the college and to the young women who came under her care. She held the office of dean of women until 1921.

Dean White established in 1912 the Woman's

Vocational Conference, to which were invited women who had been successful in the several occupations to which the modern woman has had access. It included, of course, the teaching profession both in its administrative and instructional phases as that is the largest vocation open to women.

The usual number of faculty changes attended the summer session of the Board in 1911. Much to our regret Professor W. S. Thornber, head of the department of horticulture, resigned to enter the practice of his profession as horticulturist. Doctor Gaw of the English department was succeeded by J. E. Thornton. W. C. Willard, professor of railway and highway engineering, also resigned and was succeeded by L. V. Edwards. Professor George L. Clothier, a graduate of the Yale School of Forestry and a former member of the Forest Service, was elected head of the department of forestry and for several years thereafter rendered very highly important service to the college and to the state.

PROFESSOR O. M. MORRIS

O. M. Morris was called from Oklahoma Agricultural College as professor and head of horticulture to succeed Professor Thornber. Professor Morris has remained with the college ever since, rendering highly important service to the people of Washington and to the college and experiment station.

Archibald W. Taylor, graduate student of the Universities of Wisconsin, Chicago and Pennsylvania, was appointed first as acting head and then as head of the department of Economic Science and History in 1912 and continued until 1916, at which time he was called to New York University, with which institution he has since been connected. Since 1919 he has been dean of the graduate School of Business Administration of that institution. Dr. Frank P. Golder, A. B., and Ph. D., of Harvard became connected with the college in 1911 and was at this time (1912) made professor of History, giving courses* in European History. Francisco Ventresca was elected assistant professor of Spanish in 1912.

Professor Leonard Hegnauer having been recalled to the University of Illinois at a salary much larger than that paid by the State College. Dr. Paul J. White was called from the faculty of Cornell University to become professor of Agronomy.

Lieutant Clare E. Bennett, U. S. A., at this time became professor of Military Science and Tactics and commandant of cadets.

Miss Marguerite Tyler, B. S. and M. S., of the University of Michigan was added to the department of Botany.

Stephen F. Sears, A. M., Harvard, was added to the department of English in 1911 and remained

*Dr. Golder completed and published his "Russian Expansion in America" in 1914. In the same year he obtained leave of absence for study in the archives of Russia and was in St. Petersburg when the war broke out. He was able to return via the Siberian Railway and Vladivostok. He later was in Russia when the revolution occurred in which the Czar was overthrown. He taught at the college intermittently till 1920, when he became connected with Stanford University, spending part of his time in Europe.

until 1918. Charles L. Summers of Iowa State University of Wisconsin became a member of the faculty of Education and continued until 1915.

Development of Architecture

Professor Rudolph Weaver, who was on the architectural staff of the University of Illinois, was called to the chair of Architecture and later became head of that department. It had been four years since the policy had been adopted and the chair established. Architecture had been made a part of the department of Mechanical Engineering and instructors had been provided, but not until the election of Mr. Weaver were we in a position to carry out the policy fully. We had constant use for architectural service in carrying out our building program and the more so since the adoption of the mill tax law, which at that time seemed to make possible a continuous building program with modest annual expenditure. Architecture is inherently one of the mechanic arts designed to be provided for under the Morrill Act, and the Interior Department had so ruled. It was included in the curricula of land grant colleges such as the Massachusetts Institute of Technology, the University of Illinois and others. We looked upon it also as a measure of economy to combine these instructional and professional functions in such a department. The event justified this analysis. The first piece of constructional work to which the department was set was the president's house.

The Building of the President's House

It had been apparent for several years that a president's residence would be a very desirable addition to the college plant. The object was not to provide additional perquisites or to add to the comfort and convenience of the president's family. It would doubtless add to its responsibilities, cost of living, and its labors. But it would also add to the opportunities of fulfilling more perfectly certain social responsibilities to the public which go with the office and of bringing about a unity and solidarity within the faculty itself, which is always an important consideration in any university. The location of the president's house in that beautiful corner of the campus where it might have a certain degree of privacy and the homelike air and might still conveniently fulfill its semi-public function had long been a matter of careful consideration. It led to the paving of Campus Park as a part of the first paving project in the residential portion of the city. In the fall and winter of 1911 the Board had appropriated an accumulation of the college fund amounting to some $15,000 for the building of a president's house. On consultation with Governor Hay he had given to the project his hearty approval with the advice that the expenditure for the purpose should be not less than $25,000.

General plans had been agreed upon and many details worked out with the new head of the department of architecture, Professor Rudolph Weaver, before our trip to Europe. It was deemed wise that the building of this house precede the

President's Home—South Elevation—Built 1913

Entrance to President's Home

construction of the two new buildings for agriculture and mechanic arts which we had in mind. It would enable us to see, before we had made any large expenditures under it, how the new system for architectural construction worked. Professor Weaver was found to be very responsive and technically well trained and the new design was well along when we left for Europe in October. It was designed that the new house would, first of all, be a livable house, and at the same time that it would be well adapted to its semi-official purpose. We were not disappointed in the result.

On our return about the first of March we were surprised that so little progress had been made, but more so when we found the plans had been turned right about face. That is to say, as redrawn, the front looked south toward the entrance to the campus through the Roman archway. This, of course, could not be, first, because if the main entrance led into the basement the rear of the first floor would be buried in the hillside. If, on the other hand, the entrance were to be on the first floor it would be at the top of a long flight of steps that would detract from both the utility and beauty of the residence. Besides the quiet, homelike entrance from Campus Avenue was obviously the only desirable one. It was accordingly reversed again. The house was built during the summer and fall of 1912 but not ready for occupancy until the summer of 1913. The first floor was furnished for the most part by the college; the rest of the house at private expense. When this building had been first proposed it had not met with unanimous favor, even by the Board.

Even Regent McCroskey, whose foresight was always remarkable, had looked askance upon the proposal. After its completion he often expressed his deep satisfaction in the result and his belief that no building on the campus had been more useful or necessary. Its cost was a charge upon the college fund.

In the fall of 1911 R. P. Cope was added to our chemistry department, beginning a career which he has followed successfully for nearly seventeen years with frequent promotion. He is now associate professor of agricultural and analytical chemistry.

E. F. Gaines became instructor in agronomy. Some years later he obtained leave of absence for study at Harvard, where he received his doctorate. He is still connected with the college as cerealist and associate professor of farm crops. He has been engaged chiefly in research work and has made notable scientific contributions, especially in the field of the cereals.

Mr. Clarence Hix, who is still with us, at this time became instructor in mathematics. For many years past Mr. Hix has been chief assistant to the bursar.

During the fall of 1911 the system of lighting on the campus with underground wiring and concrete lamp posts was installed under the supervision of Acting President Waller.

"A Trip to Europe,"
Absence of the President

The fact that our leave of absence was not altogether a personal matter will justify a brief refer-

LOWELL ELM

'08 FOUNTAIN

BALCONY, PRESIDENT'S HOME

ence to some of its details. In October, 1911, with Mrs. Bryan and the daughters, I left for a brief trip to Europe. Our visit abroad was greatly marred by the illness of our two daughters with typhoid fever, first the one, then the other. Both made a good recovery. We sailed on the Holland American ship Minnetonka and spent some weeks in Holland. I had a limited but useful opportunity of observing and studying Holland system of agricultural education and met and received useful courtesies from the Minister of Agriculture. I received the impression that agricultural education was primarily for the peasant farmers, and that the central feature of the policy was the national food supply for consumption and export rather than the education of her people. More and better bacon, butter, cheese, meats, potatoes and the like was the dominating principle. The sociological and educational effects were of secondary importance, if I judged correctly.

Our longest stay was in London, where the illness of the children interfered with the complete success of our mission. A visit to the Agricultural College at Wye was both interesting and instructive. To my surprise I found that our institution was known there and that one of their students had spent almost a year in our horticultural department and that he had carried back from here and from Hood River Valley and from the Spokane fruit fair some excellent ideas. It was interesting to see Pacific Northwest principles and practices in horticulture carried out in orchards in old Kent, where nearly fifteen hundred years ago Hen-

gist and Horsa with their Jutes and Angles and Saxons had begun the settlement of England. Yet I saw, in new orchard plantations and in methods of pruning and culture the imitation of the western system of horticulture and was informed that an exhibit in which the methods of display had been taken from the Spokane fruit fair had been made the previous fall.

I had a somewhat similar surprise on a visit to old Cambridge University. I was being conducted through a research laboratory where the principles of "Mendel's Law" were being studied and saw certain photographs on the wall. "Why, that looks like Professor Spillman's work," I exclaimed in surprise. "That is Professor Spillman's work," replied my guide. And there I saw sundry photographs of studies in wheat hybridizing which Professor Spillman had made on the college farm in 1898 and 1899 with which I was familiar.

My visit to the Imperial College of Science and Technology and my conferences with Sir Alfred Keogh, the director, and Professor Carlisle, at that time head of the College of Mines, was very profitable. This institution is part of the organization of what is known as "the University of London," which formerly was largely an examination board but now embraces several semi-independent educational institutions among which the Southeastern Agricultural College at Wye and the Imperial College of Science and Technology are two of the most important. The last named institution consists of three parts, the College of Science—which was the old college of Huxley—the College of Mines, and

the College of Engineering. I spent some time under the guidance of Professor Carlisle, the head of this division, (who, by the way, was a Canadian and once superintendent of the Le Roi mine and knew Spokane very well); I found in this division, though not yet then completed, a wonderful plant which ought to be of great value to mining engineers throughout the world—more so to them, in fact, than to the ordinary undergraduate student. I was deeply interested in the views of Sir Alfred Keogh, the director. He explained that England was attempting to accomplish through her city universities, such as the University of Birmingham, the Imperial College of Science and Technology and others, what the United States had been accomplishing through her state land grant colleges and universities. He deprecated the fact that so large a percentage of England's most promising youth, educated at the traditional classical universities found their careers in the civil service throughout the empire (or in army or navy) and so few in the development of industrial and engineering enterprises. He accounted for the apparent industrial supremacy of Germany (this was in 1912) in many industrial directions by her more rational system of higher education along industrial lines.

I was also greatly benefited, as I had also been some five years earlier, by the courtesies extended to me by Sir William Garnett, the "educational adviser of the London County Council." With the assistance of this gentleman I was able to visit many trade schools and other vocational schools in

the field of secondary vocational education. I found that in the five years since my last visit the trend had been largely from monotechnic to polytechnic schools. I was astonished at the wonderfully successful methods used with secondary pupils of thirteen or fourteen years of age in the mathematics. Boys of this age in sheet metal work, stone work, plumbing, the building trades, etc., were able to learn, understand and use the principles of descriptive geometry in a truly surprising way. The study of the elements of mathematics, mechanics, physics and the shop work were all pursued as a single subject, each illustrating the other and all together constituting a single lesson. Nowhere in the United States had I seen such progressive work along vocational lines. And it was vocational education illuminated by an insight altogether lacking or slowly attained under the old and obsolete apprenticeship system. It was clear to me that England then was conscious of the existence of an industrial war with Germany and that with feverish haste she was attempting to train her industrial population, which could no longer rely on the slow apprentice system, for the struggle for economic existence which seemed to be near.

All in all, I was able, even in this sadly interrupted visit to Europe to gather many things which had an important bearing on the problems in education to which we were devoting ourselves.

We returned about March first and found all running smoothly, thanks to the wise administration of Acting President Waller and the faculty.

We were fully impressed with the fact that the institution is bigger than any member of its faculty or all of us combined, no matter how deeply we may feel the weight of responsibility resting on our own shoulders.

A Permanent Building Program (1912)

I have already stated that the board had duly considered and adopted a long-time building program. It was its belief at that time that a building program could be financed out of the proceeds of the mill tax fund, if pursued steadily but not very rapidly. The building program included a president's house, a fireproof herbarium, an armory (gymnasium), a mechanic arts building, an agricultural building, a greenhouse and a building for mining and geology. The buildings for agriculture and mechanic arts were to come first and were to cost together about $300,000. Locations for each of the buildings in this program were adopted.

One thing stood out above all the rest, namely, that we must build two major buildings at the same time, that for agriculture and that for the mechanic arts. This program would require about three years to finish, though both buildings could be put in shape for use (be enclosed, heated and lighted, etc.) in two seasons. Mechanic arts, being the earliest to develop, had the first claim. But agriculture, with its remarkable growth from 1905 forward and with its essential connection with the growing work of the experiment station, could not be put off longer. Besides, there were

strategic considerations which must not be overlooked if the autonomy of the college was to be preserved, and that had been threatened.

The buildings should be fireproof to endure for centuries. It was estimated that with the then current prices they could be built for $150,000 each. In their unfinished state in 1915 they had cost that. The new architectural department under the supervision of Professor Weaver developed the plans. They were twin buildings of a classical type of architecture. From 1912 to 1915 they were under design and construction and were ready to be used with comfort though not with satisfaction. Had it not been for great changes in prices and the war conditions they probably would have been finished soon after 1915, for the proposed budget for that biennium included $100,000 for that purpose.

Reconnaissance of College Timber Lands

Professor George Clothier was well qualified to make a report upon the timber belonging to the college and it was highly important that the board should know more about this basis of the permanent endowment of the college. There were student members of the school of forestry, some of whom had already had good experience in the timber, who were eager to devote the summer (on pay) to cruising under Professor Clothier's direction. Parties were organized during the summer of 1913 and 1914 and also in 1915 and in all some 55,000 acres of western Washington timber were carefully recruised. The value of this permanent endowment, of which there was at that time about

127,000 acres left, was truly amazing. The resignation of Professor Clothier prevented the continuance of the cruise but the data secured were of very high value. The college would be amply justified (I am not sure that it is not an imperative duty) in maintaining constantly a land department. Millions are involved in the proper administration of this sacred trust. There should be placed in the Board of Regents the power of veto over the sale of lands belonging to the college. If such sale at any time is adjudged not to be to the advantage of the state, or of the college, there should be authority lodged somewhere to withhold it.

Worries Disturb the Administration

In the winter of 1912-1913 we were met with internal worries such as in all institutions occur from time to time. The circumstances leading to these had without doubt grown out of my absence on leave during the preceding year. It was by no means strange that my leave of absence, taken in lieu of my proposed resignation in 1910, created some surmises that I might retire from the presidency on my return. But as rest was what I needed when the rest had been obtained I was quite ready to continue the work in which I was so deeply interested. Nor is it unusual in such cases that there should be more or less gossip as to what would happen in case the person does resign. Nor was it out of the natural order of things that sundry plans which had taken no very definite form should cause a feeling of disappointment when they did not materialize. At any rate there was evi-

dence of unrest in certain quarters in the fall of 1912. With the beginning of 1913 there was a definite disturbance. A secret meeting held, mostly of persons not connected with the college, resulted in the introduction of a resolution into the lower house of the State Legislature to investigate the State College. The confessed object was an attack upon the administration of the college. The secret meeting and its plans, however, exploded prematurely, and after a short sharp fight the resolution to investigate the college was indefinitely postponed, there being but one or two votes for it and all the rest against it.* Legislative investigations are often very good things for all concerned, but hostile investigations designed only to harass are neither pleasant nor useful.

In December, 1912, R. W. Thatcher, director of the experiment station and head of the department of agriculture, also responsible for the extension work of the college, resigned, to take effect the first of the following April. A short time afterward he became connected with the University of Minnesota, and its experiment station; later still he became director of the Geneva Experiment station, New York, and in the past year he has become president of the Massachusetts Agricultural College, located at Amherst, Massachusetts.

R. C. Ashby, superintendent of farmer institutes and professor of animal husbandry, also accepted an appointment in the University of Minnesota.

*The affair created considerable local stir and led to a mass meeting at which strong resolutions sustaining the college administration were adopted. It also led to a very careful investigation of the situation by the board of regents, with very satisfactory results, which were made a matter of record in the board minutes.

He was succeeded as professor of animal husbandry in 1914 by William Hislop, a Scotchman, who had been graduated from the University of Ohio.

Professor H. B. Humphrey, head of the department of Botany, and assistant director of the experiment station, also resigned in January, 1913, and a short time afterward secured a position with the United States Department of Agriculture with which he has since been connected.

Doctor Humphrey was succeeded as head of the department of Botany by Dr. Ira D. Cardiff, who was called from Washburn College, Kansas, the previous September as professor of Plant Pathology and Bacteriology. Doctor Cardiff was appointed director of the experiment station in place of R. W. Thatcher, resigned, and continued to serve in that capacity until June, 1917.

Professor George Severance was recalled from the superintendency of the Puyallup experiment station to assume the headship of the department of Agriculture, from which Mr. Thatcher had resigned.

W. A. Linklater, who had for several years been the head of our animal husbandry work, was invited to return from the deanship of Agriculture at Oklahoma to assume the superintendency of the Puyallup experiment station. He accepted the invitation and served until his resignation in 1925.

James A. Tormey of Spokane succeeded Robert C. Ashby as superintendent of farmers institutes. This position he held until June, 1915.

Professor W. T. McDermitt, who for so many years has been the efficient head of the fine arts division, came to us in 1912 as instructor in draw-

ing, Oscar Jacobson at that time being head of the art department. At the same time Gottfried Herbst, violinist, and his wife, Ina Wright Herbst, soprano, came from Germany to join the ranks of the growing School of Music. Both had been connected with music in one of the courts of Germany. Both continued for many years as members of the faculty. A. E. Evans, teacher of pipe organ, was employed the same year.

Geology and mining were strengthened at this time, the former by the addition of Wilfred M. Handy as assistant professor of Geology, the latter by the addition of Hallet Rice Robbins, of Harvard and the Massachusetts Institute of Technology, as assistant professor of Metallurgy. Carl Brewster, A. B. of Oberlin, A. M. of Harvard, also came to us at this time from a chair in Mt. Union College, Ohio, as professor of organic chemistry.

Among the additions to the faculty in the academic year, 1912-1913, were Robert J. Barnett, M. S., who came to us from the faculty of the Kansas Agricultural College as assistant professor of Pomology and remained as a member of the department of Horticulture in 1920 at which time he returned to the Kansas institution.

Asa Don Dickenson, after organizing the library in its new quarters in a very satisfactory manner in 1909, resigned in 1912 and was succeeded by Albert Sherwood Wilson, assistant director of the library school of the University of Illinois. Mr. Wilson died from an operation in 1915. William Wirt Foote was then called as librarian from the A. & M. College of Oklahoma and has continued to serve as librarian to the pres-

ent time.* Under his able administration the library has grown from 33,600 to 140,000 bound volumes, and from five to ten full-time employees. There have been added the first floor reading room and almost double the stack capacity to the library since he became librarian.

Margarete Meinhardt, now assistant professor of Foreign Languages, came direct from Berlin to a position in this department in the fall of 1912.

Dr. Pearl H. Dirstine was elected to a teaching position at this time in the College of Veterinary Science. He then became assistant professor of Physiology and Therapeutics. In 1918 he was made professor and head of the Pharmacy department and finally dean of the School of Pharmacy which position he still fills with efficiency.

Change in the Department Of Elementary Science

An important change was begun in the theory and practice of the department of Elementary Science in the year of 1912-1913. Hitherto it had been pretty largely a preparatory school for the development of Freshmen. In 1892, when the college opened, there was but one four-year high school in Oregon, one in Idaho, and three in Washington. There were a few academies, classical in purpose, and a considerable number of high schools giving one, two and three-year courses, but there was no adequate provision for preparing for college entrance. It had, therefore, been necessary to prepare our Freshmen, if they were to be

*Mr. Foote had been connected with the Oberlin Library and then with the Mississippi A. & M. College 1911-14.

prepared, in a preparatory department. The basis of good preparation, during the earlier years, was the maintenance of a strong preparatory department. High schools had increased in number and importance and quality in this twenty-year period and a preparatory school was no longer so necessary as it had been. So this department was changed more and more into a technical, trade or artisan school in agriculture and the mechanic arts and other purely industrial subjects. F. O. Kreager, who was deeply interested in this point of view of industrial education, was transferred from an assistant professorship of the department of English to the principalship of the department of Elementary Science, succeeding Professor Charles Timblin. The development in this direction went forward for the next six or seven years until the school became the instrument of doing the vocational war work. Mr. Kreager was succeeded in the headship of the vocational school in 1921 by Mr. J. N. Aiken. This function it continued until 1926, at which time it was entirely dispensed with.

In 1912 Clare C. Todd was made associate professor of Organic and Physiological Chemistry and a year later he was advanced to the full professorship. M. K. Snyder was advanced to the professorship of sanitary engineering. John R. Bender, who had been a successful coach in 1906-07, was in 1912 called again to the college as coach and graduate manager, for a three-year period. Mr. Bender had taken his Master's degree at this college and so could qualify in the last named capacity.

At the end of the year A. L. Melander, head of the department of Zoology, was granted a leave of absence for graduate study at Harvard University. The work for his doctorate was completed in the following summer and an important problem affecting insect pests in the State of Washington was worked out while he was in residence at Harvard.

In June, 1913, Professor George H. Watt retired, becoming professor of Pharmacy, emeritus. Professor Watt had been connected with the College since 1892 and had been head of the department of Pharmacy for the greater part of that period. Professor Watt has continued ever since his resignation to reside in Pullman where he has been a strong supporter of the college. He has served one term in the State Legislature and has done much to help the community in which he lives in all its educational and business undertakings. For several years he has served as a member of the public school board.

Mr. A. F. Maxwell, a graduate of the University of Minnesota, was elected to succeed Professor Watt and continued to serve in that capacity until 1918, at which time he was succeeded by Dr. Pearl Dirstine.

At the commencement meeting, 1913, the board proceeded with its long-time building program, adding to existing adopted projects, a plan for erecting a dairy building to cost from thirty thousand to forty thousand dollars. This plan did not fully materialize until many years afterward and then on a much larger and more permanent scale in the building of Troy Hall.

The project of utilizing the space directly above the main reading room of the library was repeatedly discussed, the purpose at that time being to make it a room for the exhibition of works of art. There was a deep interest in art and great need of well lighted space for exhibiting paintings and drawings. Action, however, was at this time postponed, as likewise was the project of adding a fourth story to the library stack.

The name "James Wilson Hall" was at this time adopted for the agriculture building about to be built. This deserved honor was bestowed upon the great Secretary of Agriculture, who for sixteen years presided over that important department. The next longest term by any cabinet officer was that of Albert Gallatin, Secretary of the Treasury, who served twelve years, 1801 to 1813. When the hall was dedicated, there was placed in it a bronze bust of Wilson and the dedication address was made by Wilson's long-time friend, Henry Wallace, Sr., founder of "Wallace's Farmer."

On August 9, 1913, bids were received for the construction of the agricultural and mechanic arts buildings and the contract was awarded to J. B. Sweat and Company of Spokane. The buildings were not to be completed that season nor the next but were to be enclosed and contracts for completion were to be let later. No one guessed at that time that fourteen years would pass before they should be finished.

MECHANIC ARTS HALL, 1914

Why Two Major Buildings Were Begun at the Same Time

It had been expected that the mill tax would yield a sufficient income to continue a constant though slow building program. The mill tax system had effectually eliminated the educational lobby and had brought adequate maintenance with some surplus for building. When the legislatures met the heads of institutions were called before the committees for an explanation of the budget and that was the end of it. The building program was arranged on the basis of continuous building and hence there were no special bills for that purpose. But why should two extensive fireproof buildings be begun at the State College at the same time? Why not complete one and then begin the other?

For ten years the Board had been pressing upon the attention of the legislature the need of a mechanic arts building, that being the first great major line developed at the college. The need was real and great. Civil, mechanical, electrical, railway and highway and sanitary engineering and irrigation engineering were fundamental and mandatory under the Morrill Act as well as under the state law. And these subjects were in good "pedagogical form" even from the time the college was chartered. They needed facilities both in buildings and machinery. With agriculture it was different. As subjects of the college curricula, there existed neither the developed organized body of knowledge, nor the pedagogical form, nor well trained teachers. But these had been reasonably

attained by 1905, and the next ten years was to see a great rush of students, here and elsewhere, into that field and there was a clamor for better facilities.

One year prior to 1913 there were as many as four hundred students demanding instruction in horticulture. Engineering had the oldest claim, but agriculture made the loudest noise. We felt that both claims must be met. Besides there were other considerations which could not be overlooked. For the first ten years we were alone in the field of engineering and technology. For the next ten years the field was being slowly occupied by others. The duplication clamor had arisen and further postponement was out of the question. The program for the completion of the two new buildings within three years was well devised. No one foresaw the war and its effects. And after all absolutely the wisest course was pursued as an analysis of the event would prove. The fact that both splendid buildings stood unfinished until 1926 is explainable. Meanwhile the two departments had the necessary facilities for growth.

Returning now to 1913 the agriculture department was strengthened by the addition of a faculty member who has remained with it ever since. E. G. Schafer of the Kansas Agricultural College who was elected professor of agronomy to succeed Dr. Paul J. White. He has ever since been responsible for that work. The agricultural department at this time had a faculty of ten.

Miss Agnes Craig was, in 1913, advanced to the headship of the department of home economics,

succeeding Josephine Berry who accepted a position in the University of Minnesota. In October of the same year Mary E. Sutherland was added as assistant professor of home economics. Miss Sutherland will be best remembered for her long connection with the extension department, to which she was transferred, and for the many years of notable service rendered to the women of the state in that division of the college work.

Dr. F. L. Pickett became associate professor of plant pathology and Dr. Hanna Aase, who is now assistant professor of botany, was chosen instructor in that department to succeed Dr. Halley D. Jolivette. While Dr. Cardiff remained executive head of the department of botany, his functions as director of the experiment station consumed the larger part of his time. Dr. C. A. Magoon was advanced to the associate professorship of bacteriology, which at that time was attached to the department of botany.

Mrs. Helen Dow Whittaker, B. S. of the University of Chicago, an experienced teacher and lecturer, who had been interested for some years in the development of poultry farming in western Washington, was elected head of the department of poultry husbandry, and she continued to conduct this work successfully for the next five years.

Professor W. B. Strong, who had charge of the band and orchestra and the instruction in musical theory since 1902, was called to Los Angeles and was succeeded in that part of the work by Professor Gottfried Herbst.

The annual report in the fall of 1914 pointed out the need of a woman's building—a need which thirteen years later is greater than ever and we hope much nearer fulfillment.

The title "Director of Extension" in this year took the place of the title "Superintendent of Farmers' Institutes" and indicated a much broader function. It was coincident with the national legislation for extension. It was not until 1915 that Professor W. S. Thornber, who for so many years prior to his resignation had been head of the horticultural department, was recalled and given the task of organizing the service on this new and broader basis. In the summer of 1915 W. C. Krugel added to his already heavy duties that of graduate manager, in place of John H. Jones, resigned.

George L. Clothier, forester and head of the forestry department, resigned and was succeeded by Francis A. Miller. Under Professor Clothier, during three summers, more than 55,000 acres of land belonging to the college were cruised, affording valuable information. In this cruise was as much as 1000 acres which had been sold. Professor Clothier's cruise showed on this area 87,587,000 feet of stumpage which at the then estimate of $1.21 per M. was valued at $106,795. It had actually brought $12,269 or an average of 14c per M.—an illustration of the need of fuller knowledge of the property of the institution. This had led the board a second time, prior to the legislature of 1915, to ask that the veto power on sales be granted. It had already been granted to the board

of regents of the University. The procedure for sales of granted lands for educational purposes left discretionary power nowhere. The would-be buyer could make his application, and the process would result in due time in a sale, if the land brought above the minimum price. There might be periods of considerable length when the best interests of the state and the institution—and even of the lumber industry—would be subserved by withholding the lands and timber from sale.

The Museum Named in Honor of Charles R. Connor in 1913

On December 15, 1913, by action of the Board of Regents the museum was called "The Charles R. Connor Museum". It will be recalled that Charles R. Connor of Spokane, a Civil War veteran, and a prominent retired business man of Spokane, had been president of the Board at the time of the reorganization of the college in 1893. Through that trying period he had shown rare judgment and courage and had contributed much to the extricating of the college from its political difficulties. In 1893 he had been sent to Chicago by the Board and there secured two carloads of valuable museum material which had been exhibited by Washington and other states at the World Columbian Exposition in Chicago. There had also been later gifts by himself and his daughter. In recognition of this service the honor was bestowed upon him.

A Change in the Presidency

Near the beginning of the year 1915 I determined to resign the presidency of the college and

retire from educational work on January 1, 1916. I was in excellent health and happy in the consciousness of the sound and prosperous condition of the college. The previous academic year had closed with a student enrollment of 1527, and with our two major buildings well toward completion to a condition in which they could be used for class and laboratory use. The college had a strong and loyal faculty and student body. The citizens of the community and the state gave a strong and loyal support to the institution. The legislature had enacted the mill tax law which was at this time in full force and effect and was yielding a substantial support for the maintenance and support of the college and affording a relief from the biennial political squabble in which every two years we were unwillingly plunged. The Board of Regents was composed of an intelligent and devoted group of men who without exception gave absolutely loyal support to the administration of the college. There was not a cloud in the sky and I felt sure that, with sufficient time to seek a new president, the institution would go forward without a jar.

While in Olympia in December, 1914, on college business, I called on Governor Lister and told him of my intentions. He expressed deep appreciation of the work of the college and of his interest in its success. At the end of December I called the members of the Board together and told them of my determination. They expressed the sincerest regret at my decision. The two new members, Mr. Coman and Mr. Ritz, who took their seats in the

following February, expressed like regrets and one of them repeatedly urged me to reconsider my decision suggesting an increase in salary if that would be a consideration.* (In the footnote is my resignation; page 127, volume 5, minutes of the board.)

The Board with great reluctance but with the full understanding that the decision was sincere and final, accepted the resignation. The announcement of my resignation was at once released to the press, and a flood of letters expressing surprise and regrets and words of appreciation were received personally and through press comment. One of the coast papers, which for many years had lost no opportunity of criticising the State College and its administration, surmised that there must be some ulterior motive. There was none. The letter of resignation was a frank and complete

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*In my note of resignation, I said: "After mature consideration, I have decided to present to you my resignation to take effect January 1, 1916. I am personally in the full enjoyment of health and strength and after nearly twenty-two years of unremitting labor, I have the satisfaction of seeing the college with a splendid plant, a thoroughly organized curriculum, a competent faculty, a fine student body, a good annual income and a magnificent permanent endowment, enjoying the confidence and support of the citizens of this commonwealth. So far as I can discover, there is neither internal friction nor external danger to the institution from any source. It is just such a moment, when the sky is clear and the winds are fair and my strength unabated, that I have looked forward to for release from this, my life's work, for such moments do not come frequently in the life of a college president.

"I have given you a year in which to elect my successor, knowing that such a task is a delicate and difficult one which requires deliberation both on your part and on the part of those you would consider for so responsible a position. This will in particular permit persons whom you might invite, to visit the college next summer during the San Francisco Exposition without undue cost to anyone.

"I cannot make this announcement without a profound sense of the deep obligations I owe to you and your predecessors in office, to my colleagues during the past years, to my children, the alumni of the college, and to the citizens of this commonwealth for the loyalty and unswerving support I have received." (Signed) Yours very truly, E. A. Bryan, President.

statement of the case. Never had the conditions at the college been more satisfactory, nor the support of the board of regents more complete.

I had no intention at that time of standing for any public office and my consent later to stand for the Republican nomination for United States Senator in 1916, against Senator Poindexter and others, was not thought of at the time of my resignation.

After the announcement had been made the work of the college went forward quite as usual, and as though it would continue thus forever.

GOVERNOR LISTER'S VISIT IN 1913

Vacancies in the Board

Ernest Lister became governor in January, 1913, and in April visited the college. The terms of Lee A. Johnson and Peter McGregor would expired in March of that year. Under the law a regent serves until the expiration of his term of

appointment "and until his successor has been duly appointed and qualified." Under this provision of the law Regent Johnson continued to serve until his death January 5, 1914. These vacancies were not promptly filled by Governor Lister. In the spring of 1914, during the temporary absence of Governor Lister from the state, Lieutenant Governor Hart, who was acting governor during the absence of the governor, attempted to fill the vacancies. He appointed Waldo G. Paine of Spokane to succeed Mr. Johnson and Arthur Gunn of Wenatchee to succeed Senator McGregor. Both were excellent appointments.

The action of Lieutenant Governor Hart, however, offended Governor Lister and he declined to recognize the validity of the appointments. Mr. Paine and Mr. Gunn promptly refused to serve under the circumstances, and Governor Lister permitted the vacancies to continue until the following February (1915). Governor Lister visited the college two or three times during this period. In September 1914 (some three or four months before my resignation) Governor Lister visited and inspected the college and gave an authorized interview, quoted in the Spokesman-Review of September 5th under a Pullman date line. See footnote.*

*"I have never said I favored a single board of regents to manage the State College and the State University, and I am opposed to it, and cannot see how it would result in any benefit, although there are many advocates of this plan." Thus spoke Governor Lister regarding the criticisms of his failure to fill the vacancies on the board of regents of the State College. He continued, "Had I contemplated such a move, the opportunity was presented when the change in the regents of the State University was made. The State College has been doing splendid work during the past year and a half (that is since Governor Lister took office), and everything has been moving along satisfactorily with

In the following February (1915) Governor Lister appointed Edwin T. Coman of Spokane and W. A. Ritz of Walla Walla to fill the vacancies. Mr. Coman was president of the Exchange National Bank of Spokane and prominent in all business and civic circles in the state. Prior to coming to Spokane he had for many years been in the banking business at Colfax. He was a graduate of the University of Michigan and had been educated for the law but had been drawn into a business career. He continued to serve as a regent of the State College until 1922. During the same period he had served in the state senate. In 1920 he was a candidate for the republican nomination for governor.

Mr. W. A. Ritz of Walla Walla, a prominent democrat and farmer of Walla Walla, is still serving as a member of the Board of Regents. The Board now had three democratic and two republican members, but for many years prior to that time no question of the politics of any member of the faculty or other employee was ever considered by the board. It fell to the lot of the newly constituted board to seek the new president.

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three regents. The two vacancies might have been filled ere this had not Lieutenant Governor Hart attempted to fill them during my absence from the state. I am and always have been a sincere friend of the State College and desire to see it progress and do the best work possible. If there are some courses being taught at the State University which more properly come under the curriculum of the State College I believe they should be transferred to the institution here, and if an investigation proves that some courses are being taught here that more properly belong to the work of the University, I believe that they should be changed to there. I want to see both institutions develop along lines which will render the best service to the people of the state.

"My attitude toward the college has been frequently misquoted and misrepresented by persons who are not real friends of the institution but are trying to make political capital by arousing local animosities."

Doctor E. O. Holland Elected President

The Board of Regents asked me to assist in seeking for my successor. Correspondence was carried on during the summer of 1915, and personal conferences were held both with the persons under consideration and with educators who had a large knowledge of the field of eligibles. As president of the Association of Agricultural Colleges and Experiment Stations which met at the University of California in 1915, my opportunities for such conferences were exceptionally good. Very few of the thirty persons whose names were considered were formal candidates, for the board did not attach much importance to formal applications. The approved formula in such cases is for "the office to seek the man". If anyone wants such an office he gets some friend to suggest his name. Three or four men were invited to visit the college at its expense and to confer with the board, this visit involving no obligation on the part of either party.

In the fall of that year E. T. Coman, president of the Board, was asked by the Board to make a trip to certain eastern points for purposes of consultation and inquiry. Among others visited was Superintendent E. O. Holland of Louisville, Kentucky, whom we had had under consideration, and who, at our invitation, had already visited the institution. After Mr. Coman's return from this trip, Mr. Holland was elected president of the institution to begin January 1, 1916, and he accepted the appointment.

Ernest O. Holland was born February 4, 1874, at Bennington, Indiana, a small village in Switzer-

land County near the Ohio River and close to the town of Vevay. He was the son of Dr. Philip C. Holland and Ann Chittenden Holland. Dr. Philip Holland had removed to Bloomington, Indiana, the seat of the state university and practiced his profession there for many years thereafter. Ernest O. Holland was graduated with degree of A. B. from the university in 1895, and for the next five years taught in the high schools of Indiana. From 1900 to 1905 he was head of one of the departments of the Boys' High School of Louisville, Kentucky. In 1905, and again in 1909, he spent the summer in Europe in study. From 1905 to 1911 he was connected with the department of education of the Indiana University. He received the degree of Ph. D. in the department of education of Columbia University in 1912. From 1911 to 1916 he was superintendent of schools of Louisville, Kentucky, resigning that position to accept the presidency of the State College of Washington.

Radical Changes Attempted in the Legislature

The legislature of 1915 will long be remembered as one which put in jeopardy the welfare, if not the existence, of the State College and plunged the higher educational system of the state into a struggle from which it did not emerge in the next ten years.

To a calm, disinterested outside observer of the situation in higher education within the State of Washington, there might have come a feeling of pride and even of intense satisfaction at the re-

sults attained in the first twenty-five years of statehood. From the date of the adoption of the constitution and its admission to statehood, at which period there had been practically no provision for higher education, there had been built up, within a quarter of a century, two large and respectable institutions, each with a large potential permanent endowment, providing for an aggregate in excess of 5000 students. Within this period, in the midst of a rapidly growing progressive population, these two institutions had not only attained size but had achieved a nation-wide recognition for standard undergraduate work of a high order, with a respectable development of graduate work.

Under the long, able, though unostentatious administration of Doctor T. F. Kane, the University had grown in numbers, resources, buildings, faculty and student body as few other institutions in the United States had grown. These two institutions were located 400 miles apart. The State College was about as far from Seattle as Princeton or Cornell is from Harvard. Each was in a well settled and growing part of the state, as I have already pointed out—the University being in that populous belt between the Olympics and the Cascade range of mountains—a region rich in thriving cities, surrounded by unmatched forest resources—and the State College in that rich belt along the eastern border of the state where the annual rainfall is from fifteen to twenty-five inches, and the vast wheatfields yield annually their harvests of golden grain. There were no large denominational colleges in the state and, to the close observer, it was apparent that none would arise.

It was clear that the two institutions would at no distant day be hard put to take care of the growing population, unless they should grow to that unwieldy size which no one can view except with regret. In view of the usefulness of both institutions and their achievements, it was little less than a crime to inject a virus that would create a situation that would be most unwholesome, to say the least, and most injurious to both institutions and to the state. The State College had long viewed with a certain degree of apprehension and alarm the gradual encroachment of its sister institution upon the functions so clearly and so definitely set apart for it at the beginning of statehood, but it had reluctantly accepted the situation. It had been startled by the suggestions of a certain legislative report from observations made in 1909 and the propaganda which had emerged from that source from time to time relative to the alleged evils of "duplication."

The results of the propaganda as finally worked out were an increased duplication—whether useful or harmful—no saving in the outlay, and the injection of a virus which caused malignant sores which will take long to cure. Cooperation, sympathetic understanding and mutual support are the only justifiable relationships between two such educational agencies in this or any other state.

Even to the novice who gives a little thought to the subject, "duplication" will be seen to be a false cry. All knowledge is based upon the primary sciences, and their subdivisions and are so

interwoven as to form a unity. None can be omitted in any adequate scheme of higher education. If you have a college at all, especially one related to the industries of life, it is inevitable that you must provide for chemistry and physics and botany and zoology and bacteriology and geology and meteorology and their subdivisions as these evolve, as the basis upon which to build. And especially if these are to be the basis of human industry and human welfare, they cannot be pursued superficially, but must be studied deeply. Along with these the more abstract sciences (mathematics, mechanics and the like) must be thoroughly mastered. To exclude these in all their length and breadth, (or economic and social sciences required by federal law) is to work destruction to the institution itself. So it was emasculation, if not destruction, that the college faced in the propaganda.

The propaganda was successful, and a commission was created to hear and report, and provision was made for the inevitable "experts," and preparation was made for the conflict, for it can be called by no other name.

Self preservation is the first law of life. The Board of Regents, alumni, faculty, even the students at once sensed the situation and were ready and eager to defend the rights of the college against the unfair and unjust attack. Keen minds analyzed every page and every line of the commission's report. It was clear from the outset that a large number of the characteristic lines of instruction which had in the early history of the State College been assigned solely to it would be dupli-

cated. It was altogether probable that the college would lose some portion of its curricula. It could hardly be expected that its field of work would be enlarged in any particular. The friends of the college at any rate, would not submit to despoliation without a struggle.

I had resigned prior to the session of the 1915 Legislature and more than a year before the commission was to meet and hence must view as a not disinterested spectator the conflict which was soon to begin.

The alleged "experts" were employed—estimable gentlemen, doubtless with a desire to be fair, but utterly unfitted for dealing fairly with the task set before them. From the very beginning it was clear that the State College stood only to lose. The State College stood for the new thought in education, the unusual thing against the traditions of the past. It was easy to misrepresent its real functions, its real purpose. The handicap of names was real. The slurs about the "cow college", the "hayseed" students, etc., were good propaganda although vicious attacks on the public well being of the state. The theory and practice of the land grant college, its evolution in state and national legislation, the history of the legislation in our own state, the development in the twenty-five years of our statehood, the needs of the state and the institution, were alike unknown to the experts. Their respective environments and predispositions rendered their task more difficult and increased the liability to error.

At the head of the experts was a high govern-

ment official, a southern gentleman with a hereditary bend toward the aristocratic theory of education, with that lofty philanthropic view which looks upon the education of the industrial classes as a duty which we owe to our fellow men, but with the feeling that the education given must be adapted to their station in life. The two "experts" chosen to investigate and report, by neither training nor by experience were fitted to deal with the State College side of the problem. Both were scholars and gentlemen and without doubt wished to do their duty. One was a Harvard professor of high school education. He was an authority on that subject, but not on the theory or practice of the land grant college sytem. His specialty was wholly outside the question involved. The other "expert" had been brought up after "the most straightest sect" of the classical and verbalistic theory of higher education and had, after several years of study in Europe, settled down in a New England college to teach a foreign European language. He had not a faint conception of what had been going on in the past fifty years in the great movement of which the land grant movement was an integral part.

In the "investigation", the simplest and most essential sources of knowledge, were overlooked or ignored, and lengthy tables of irrelevant and often incorrect data filled the pages of the report. "Clock hours" and like phrases did not contribute to the enlightenment of the average legislator but led him into the wilderness. The report was a travesty on what such a report should be and

brought no satisfaction to any one and no remedy for the alleged ills. Quite the opposite.

To go a little ahead of my story, the thread of which I shall pick up a little later, important changes had taken place in both state institutions. President Kane had resigned the presidency of the University in 1914. Dean Henry Landes who had for nearly twenty years been head of the department of geology and during much of the period, state geologist, had been made acting president pending the selection of a new president. I had resigned prior to the session of the legislature, my resignation to take effect January 1, 1916. The new president of the State College, E. O. Holland, was not elected until October 20th, 1915, to enter upon the duties of his office January 1, 1916. The Educational Commission had not yet met and organized. Meanwhile Dr. Henry Suzzallo of Columbia University had been elected president of the University and had taken charge of the affairs of the University in June, 1915. He had been received with great eclat and genuine enthusiasm by all citizens of the state, including the widespread constituency of the State College.

In the fall of 1915, the viewpoint of a prominent educator was expressed in which there was given an exposition of what the functions of the University of Washington should be and what the functions of the State College ought to be, that attracted wide attention and caused a profound shock to the friends of the State College. This concept was not based apparently upon an adequate knowledge or understanding of the educa-

tional legislation at the beginning of statehood, or of an appreciation of its binding effect; or on adequate knowledge or understanding of the theory and practice of the land grant college system, or of the economic, geographical or sociological conditions of the State of Washington. It was set forth apparently without any just appreciation of the right of the people of a state to determine and adjust its own instruments of higher education; what functions it would assign to each; what limitations it would place upon each; or of the fact that certain important things had been determined twenty-five years earlier and were not now open for determination as at the beginning.

There was demonstrated with admirable clarity and much force a conception of an ideal university, which as an abstract theory in a possible situation was wholly modern and embodies the results of the revolution which the land grant colleges and universities of the United States had achieved. Indeed, this conception of a university, both in what it included for the higher education of the industrial classes and in what it failed to emphasize as the traditional education of the professional classes sounded more like an exposition of the land grant university than it did that of the traditional university or of the institution described in the charter of the University of Washington.

There was also presented a conception of what

the land grant college of Washington ought to be —a conception which was wholly chimerical, which could in no way fulfill the conditions in the State of Washington, which ignored both the existence of functions which the state had long since determined and the vested rights of the existing institution. The hypothetical institution proposed for the State of Washington corresponded in no respect to the existing colleges of agriculture and mechanic arts in the forty-eight states nor to the colleges contemplated by the federal laws. It ignored the solemn obligations entered into repeatedly by the state and the federal governments in consideration of which the state had received large and valuable grants of land and was also receiving annual gifts of money.

I have no doubt of the sincerity of this exposition of the field of higher education, but it was futile to proceed as though a university were an abstract thing and to present a conception of what a university which was in no way limited or defined should be, in all its length and breadth and heighth and depth, and that the situation in the state of Washington was as though there were a tabula rasa upon which could be written the specifications which the state of Washington would be expected to follow.

Great private institutions, like Stanford University and Columbia University, responsible to no one but their own governing boards, may indeed ignore public opinion or the public need.

But it was the right of the nation, in the enactment of the Morrill Act, to create a type of institution covering the entire range of science and technology, the parts of which are closely interrelated and including adequate provision for the humanities. It was the right of the state to accept such endowments and to add such additional provisions as seem to it good.

President Holland arrived on the ground January 1, 1916, and went into these conferences in February, but likewise heavily handicapped because of lack of previous study of the land grant college system and lack of all knowledge of the previous situation and condition within the state of Washington. It was an unequal struggle. With but six weeks residence within the state, in the midst of an endeavor to orient himself it was an unfair beginning. I am not criticizing either President Suzzallo, or President Holland, or the Commission, or the "experts." Let us assume that each was honest and none desired to do what was wrong. Nevertheless, it was no proper way to arrive at just and right and useful conclusions.

An evil propaganda had been pushing things along to this point and there was no salvation in sight. After a few weeks of wrangling, certain conclusions were reached in the report of the Commission, certain recommendations were made and the fight pushed forward to be fought out in the legislature of 1917. A meeting of the Board of Regents of the University and the Board of Regents of the State College was held in Seattle in April 1916, soon after the adjournment of the survey commission, in an attempt to find a formula for the

adjustment of the differences but, while the discussions were without acrimony no common standing ground was found.

A Long Administration Closes

The last meeting of the board of regents prior to my retirement was held in Spokane on December 20, 1915.

After expressing again my deep gratitude to the board for the intelligent and loyal support of themselves and their predecessors and my appreciation of the loyal and devoted faculty and mentioning the thoroughly sound basis of the college in conception, organization and finance, I said: "I have been peculiarly unconscious of my impending separation from the college. The last day has not seemed to approach. What my mind knew my heart has been unable to realize. And, indeed, the heart has been nearer the truth than the head. For, in very fact, there can be no 'last day' and no separation. I clearly perceive that it is utterly impossible for the State College to be separated from me, or me from it. It is like the family tie which no distance breaks. The legal and official relations cease, but there are relations deeper which can never cease. And to me this fact is a source of comfort and happiness."

I was engaged by the board to continue to render service to the college up to April 1, 1916, in order that full and complete explanation of existing matters might be at the disposal of the new president and the board.

Above—CAMPUS IN 1915
Below—CAMPUS IN 1925

Retrospect

It was impossible in closing a career of nearly twenty-three years as president of the college not to reflect on the events of that period. The state had made marvelous progress in which the college had shared. The faculty, including the station and extension staffs now numbered two hundred. The total student enrollment for the year 1915-16 was 1760. Not a brick remained that had been on the campus in 1893, but instead some eighteen substantial buildings. Not a tree or a shrub then; more than 10,000 now. A widespread constituency throughout the state, of men and women who thoroughly believed in the soundness and beneficient character of the institution. A substantial income from federal and state sources and from its permanent endowment gave good promise for the maintenance and growth of the college in the future. A new administration installed which would guard the future with jealous care. These things were a source of great satisfaction.

The evidences of stability are still with us. In the 35 years since its reorganization the State College has had but two presidents; four directors of the experiment station; one head of the department of civil engineering; two heads of the department of chemistry. Dr. Nelson has been with it for thirty-three years; Professor Carpenter for twenty-seven years, many others from fifteen to twenty years. The development in every direction has been simple, logical and wholesome.

EXTRA CURRICULAR ACTIVITIES FOR THE FOURTH PERIOD 1908-1916

Prepared by Isobel Keeney

Football

During this period there was a constantly increasing interest shown in the game of football, now become the greatest of American college sports.

1908 was another of the great "football years" in the history of the college. With the famous center trio, Cherry, Halm and Wexler, the State College defeated Whitman and tied the Universities of Washington and Idaho. The team under Captain Wexler "worked together with a spirit to win and this fighting spirit turned defeat to victory. The spirit won, not the stars on the team." Walter Rheinchild, a Yost product, was coach.

In 1909 Captain Cecil Cave had a goodly number of first string men back to carry on the record of the 1908 team. With a new graduate manager, J. H. Jones, the year bid fair to be a successful one. Coach Kienholz had been coach and director of athletics at the University of North Carolina, and the Universities of Colorado and Alabama. Again Idaho and Whitman suffered defeat at the hands of the State College eleven, as did Denver. The end of the season found the critics of the Northwest rating W. S. C. with the University of Washington with whom we had not had a game.

With the nineteenth season of football, a new coach, Oscar Osthoff, all-western tackle on the

GRADUATE MANAGERS

W. C. KRUEGEL
EARL FOSTER

JOHN H. JONES
H. M. CHAMBERS

1909 team at the University of Wisconsin, and sixteen old men back, a vigorous training season started as soon as the fall term opened. This season's team met three defeats but the fighting gameness of the players in the face of defeat was an outstanding feature.

The year 1910 ended under the supervision of Graduate Manager Jones with a surplus of $1500 taken in on football alone and 1911 showed a surplus for football. Under Coach Osthoff and Captain Tom Fishback "one of the fastest big men ever seen in the Northwest," the team was second in the Northwest championship race. Idaho was again defeated as were Gonzaga and Whitman. The games with Idaho and University of Washington were by far the most important of the whole season, rivalry running high.

In 1912 John R. Bender, who had coached in 1906 and 1907, returned as graduate manager and coach. This season under Captain Joe Harter found the team third on the Northwest championship list.

In 1913 the all-navy team went down to defeat 26-12 in a snappy game; Montana lost to the Cougar players and Gonzaga and Whitman were snowed under by the teamwork of the State College eleven. The near rival, Idaho, won 3-0 by a last minute place-kick. In line for the championship, the decisive battle between University of Washington and W. S. C. gave to the University the championship, with W. S. C. a close second.

Washington States' eleven for 1914, under Captain Alvord, classed as "the team with the

most grit in the Northwest." It won half its games and lost to Montana, Oregon and Oregon Agricultural College. Idaho was defeated but the State eleven lost to Washington again. Asa Clarke, W. S. C. center, was named on the all-northwest honor team.

Nothing interferes with football more certainly and disastrously than inter-fraternity quarrels. The season of 1914 was disturbed seriously from this cause. John R. Bender, the coach, did not have throughout his second engagement as physical director and coach such good luck and great success as had attended him in 1906 and 1907. The internal strife reached the danger point and the resignation of Mr. Bender at the end of the year opened up the way for a new era.

Considerable attention was given to the matter of selecting a football coach. At the time the salaries paid to coaches were not large as compared to those of the present time. By making the employment for the entire year, salaries were not so much out of proportion to the salaries paid to other teachers. The investigation resulted in the employment of William H. Dietz as athletic coach.*

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*Dietz was of Indian parentage on his mother's side and had been an assistant to Coach Warner at the Carlisle Indian school and an ex-member of the famous Carlisle football team. Prior to his life as a student at Carlisle, Dietz had been a student at an Indian school in Oklahoma and had been well known there as an athlete of promise in secondary schools. He had a very good education, was in fact an artist of no mean ability, and took particular pleasure in dressing in the height of fashion. He was highly recommended by Warner on professional grounds, his athletic record was good and he was strongly recommended in a personal way by others. He was employed for the year at what would now be regarded as a low salary. His services, however, were not used in 1915 beyond the football season.

CHAMPIONSHIP TEAM, 1915

Dietz, King, Loomis, Zimmerman, Finney, Tyrer, Bohler
Durham, R. Boone, Fishback, Dietz, Stites, Clark, Herreid, Bangs
Langdon, Doane, Applequist, Michaels, D. Hanley, D. Boone, Brooks

It was a period in which pre-season football practice was customary and pre-season instruction was given in a camp at Liberty Lake, near Spokane. Many members of the team had played in the previous season. The Hanley boys, Carl Dietz, Benton Bangs, Zimmerman, the Boones, Applequist and the famous center, Clarke, and all the rest were names to conjure with.

Mr. Dietz was a remarkable teacher of football. He had all the elements of a good teacher, getting over in a remarkable way into the minds of his pupils the thing he wished to teach, and with it he inspired confidence and enthusiasm. The first game of the season was with the University of Oregon, always a strong contender for football honors. After eight minutes of play it was plain that we would win and that we had a winning team. The score at the end of the game was 28-3. The same performance was repeated when we defeated Oregon Agricultural College, Idaho, Montana and Whitman.

A successful season at home was to be over matched with a triumph abroad. The State College team was chosen for the great East and West contest on New Year's day at Pasadena. This was the first of the great Pasadena East and West post-season games. Brown was chosen to represent the East and Washington State, the West. Brown had defeated Yale, the Carlisle Indians and other great eastern teams that year. It had been arranged on the campus that the great whistle at the plant should tell the story. A mighty blast was to tell if we had won; then the score was to follow with a series of blasts and lastly,

the blasts which gave our opponent's score. Perhaps never in the history of the college had excitement over an athletic event reached such a high pitch. Pandemonium broke loose on the campus when the loud long blast proclaimed victory. Then suspense while the count told of the score, 14 to 0. Old and young shouted and many wept and danced for joy. It was a great day on the college campus.

Basketball

Basketball, while not so popular as football, played an important part in the history of the State College during the years 1908-1915. 1909 found the W. S. C. five nearing the top of the championship list, being defeated only by Whitman and Oregon Agricultural college. Out of five conference games, three were won and two were lost. Coach Bohler and Captain Anderson kept the team in practice so that the season ended with the men in excellent condition.

With the season of 1910 a collegiate conference basketball league was organized at Walla Walla, to include Whitman, Idaho, Washington State and Oregon Agricultural College. Each team was to play a series of three games, the championship to be decided on the percentage basis. The league also adopted the collegiate basketball playing rules. The season was a bright one for the State College; Dalquist, Englehorn, Lowry and DeWitt making outstanding records in the series which ended with W. S. C. winning the intercollegiate championship of the Northwest.

The 1911 season started out with a game won from the United States champions from Portage, Wisconsin, in which Barnes, W. S. C. guard, was the star. The rest of the year was not so successful. The team lost to Idaho, Oregon and Washington.

In 1912 the W. S. C. five under Coach Bohler, exhibited some of the "best team work in years," but O. A. C. won the championship of the Northwest. The team of 1913 under Captain Lowry played a successful series of games and defeated Idaho, Gonzaga, University of Washington, Oregon and O. A. C. The season ended with W. S. C. champions of the Northwest, a state five that displayed excellent team work and good sportsmanship. From this winning aggregation two men were picked for the Northwest honor team, Anderson and Sampson.

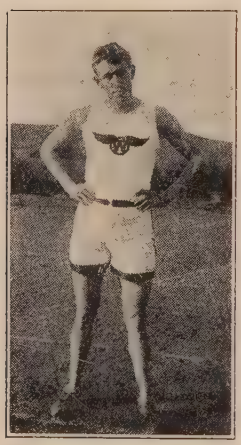
Although the 1914 season did not look hopeful, the team started the series by winning from Montana and from Whitman. By losing to Idaho the State College five were definitely out of the championship race and ended the season third in the list. Notwithstanding this fact, during this year the team made 673 points to 473 for their opponents.

Prospects for a fast 1915 team brought more enthusiasm for basketball than had heretofore been shown. Under Captain "Vic" Anderson the team won from Montana and then defeated Idaho, O. A. C. and Whitman. But in a series of two games with the University of Washington, the University won the championship, W. S. C. coming in for a closely contested second berth.

Track

Track in 1908 was becoming a more important sport in college activity. Under Captain Halm and Coach Bohler, the season for 1908 was rather unsuccessful, the team losing all its meets except one with the University of Montana. Ivan Putman was high point man, setting the Northwest record for the high hurdles.

The records and successes of the Northwest championship team of 1909 will long stand to the credit of the State College and to the men who made them possible. During this season the W. S. C. championship team made and broke records, netting the college over twice as many points as her opponents. Johnson held the Northwest record of 2.4 in the half mile and Clarence Cooil "the wonderful long distance man of W. S. C.," broke two Northwest records in the century and two mile races. In the W. S. C.-O. A. C. meet, Jack Nelson broke the Northwest record in the 440 by making it in :50.2. In the same meet he tied the Northwest record in the 100-yard dash, doing it in :09.8. In the Whitman meet against Martin, Nelson equaled the world's record in the 100-yard dash, doing it in :09.6. Nelson was sent to the University of Illinois to compete in the international meet. There he won the 100 and the 220 yard dashes, winning for the college and



JACK NELSON

for himself much honor. After his graduation, Jack Nelson took a degree as doctor of medicine at Stanford University Medical College and is now a practicing physician in California.

Captain Eddie Love led a representative team through a fairly good season in 1910. Idaho was defeated but W. S. C. lost to the University of Washington. Jack Nelson's records still remained unbroken in the Northwest. The 1911 team was most successful. It met and defeated Idaho and Whitman, the final scores in each case being almost double the opponent's score. Captain Dalquist set an example for his team when he broke his own javelin record made the year before. Cooke in the dashes and Powell in the broad jump in every meet either equaled or defeated their opponents.

In 1912 the University, Idaho and Whitman met defeat at the hands of the W. S. C. tracksters. The well balanced team included high point men such as Captain Bartlett, Powell, Cooke and Schultz. The following year found a much more outstanding team led by Captain Lester Cooke and coached by "Doc" Bohler. Eddie Love established a new record in the discus, 121 feet 8 inches, Dietz broke the college javelin record and Williams set a new two-mile record for W. S. C. Cooke and McCroskey won first places at the Northwest Conference meet, W. S. C. coming in strong in third and second places.

Although prospects looked good for a 1914 team, the men won only two meets, thereby taking 4th place in the Northwest conference list. The 1915 team under Captain Dietz again took fourth

place in the meet. This time Thompson won first place in the pole vault, equaling the Northwest record, and McCroskey took second in the 220 yard hurdles.

Baseball

By 1908 W. S. C.'s baseball nine had established a three-year unbroken record as intercollegiate champions of the Northwest and in 1909 the same team captured the coveted prize for the fourth consecutive time. Under Captain Weller, the team showed some of the best teamwork ever displayed on the Northwest baseball diamond. The following season a jinx broke the four-year record and the team lost to O. A. C. and the University of Oregon. Captain "Paddy" Buck's baseball nine, in spite of defeats, showed good teamwork and ended the season by defeating Whitman and Idaho in a two game series.

In 1911 the team reached the high end of the conference list but lost one game to O. A. C., finishing second in the Northwest conferences games. Sweitzer and Patton showed sensational team work. The 1912 season under Captain Eddie Pape ended with W. S. C. third on the conference list. The 1913 nine duplicated the previous year, defeating Gonzaga and Idaho.

The 1914 team defeated Idaho, Whitman and Gonzaga and won the trophy cup for the east side championship. A bit of the old luck returned in '15 and the State College nine again took the Northwest championship. Captain Anderson and Coach Bohler whipped the team into shape early in the season and the first game with Montana

showed prospects for a winning team. Defeats for Idaho and O. A. C. followed the first game and W. S. C. ended the season with a spotless record and a perfect one-sided score in her favor.

Other Athletic Activities

A few wrestling matches were held as early as 1909 at W. S. C. but the sport still remained a minor one.

The interscholastic track meet was inaugurated at the State College in May, 1905. High schools from over the eastern part of the state sent teams to compete for the interscholastic cup and prizes. By 1908 the annual meet had become one of the outstanding events of the spring months. The list of high schools attending the meets had grown to thirty and the prizes and awards to $275 or $300. Spokane High won the 1908 meet for the third consecutive time, thereby winning the interscholastic trophy cup permanently. In 1911 the meet was discontinued for lack of financial support, but in 1915 it was reinstated and one of the most successful interscholastic meets ever held was won by Lewis and Clark High which led by a narrow margin in an exciting relay race.

Oratory and Debate

Oratory and debate during this period, 1908 to 1915, was one of the outstanding extra-curricular activities of the State College. In 1912, however, multiplied outside attractions put debate and the literary societies at a great disadvantage.

The 1908-9 debate team was one of the strongest in the history of the college up to that time.

It won every contest with the exception of that with O. A. C. The 1910 team, coached by Professor Kreager, met three schools, Whitman, Montana and Idaho, winning the decision in each instance.

In 1913 two series of triangular debates were formed; one with Idaho, O. A. C. and W. S. C., and the other with Washington, Whitman and W. S. C. In the first series the local team lost, but in the second series the men tied the University of Washington. The next year's team won the first series but lost the second. In 1910 a co-ed debate team was formed and although it lost the first two years to Whitman, in 1913, 14 and 15 the co-eds won the triangular women's debate for the State College.

Awards for intercollegiate oratory, the Stearns medal debate, interclass contests and declamation contests increased the interest in oratory and declamation on the campus. By 1910 interclass and declamation contests had become strongly contested honors. The year marked the seventeenth one for declamation and saw the inaugurating of the co-ed team and the winning of the interstate oratorical contest held at Corvallis, Oregon. Haines Burgess and Ralph Gaines represented W. S. C. in this meet. Awards for the Stearns medal were discontinued in 1915 but interclass debates and co-ed and men's triangular debates kept the interest keen in this activity.

Literary Societies

In 1909 there were three men's societies on the campus, Oratory and Debate, Washington Liter-

ary Society and the Websterian Society, and one women's organization, the Columbian Literary Society. Of these groups an Associated Literary Society was formed which consisted of the members of the four organizations. The purpose of the associated groups was to secure unity in literary work and to stimulate activity in the literary societies.

The Websterian Society in 1903 started the custom of giving an annual play which stimulated interest in the group and increased dramatic appreciation. The "Webs", as they were called, also held an annual "night shirt parade" and banquet.

In 1910 two new societies, the Philomathian and the Roosevelt, both men's organizations, were founded to promote the literary work and debate on the campus. The Philomathians also started the custom of giving an annual play held on the first Friday after the first Monday in December.

A dramatic art club founded in 1908, disbanded in 1911 and later reorganized as Mask and Dagger. The members gave a play twice during the school year and worked toward the betterment of dramatics and literary work. In 1914 Talamian Literary Society was organized for literary promotion.

During this period such plays as "Everyman," "Milestones," "The Awakening," "The Devil's Disciple," "The Rivals" and the "Melting Pot" were presented by these societies and duly criticized and praised by the students.

Glee Club—Music

The State College Glee Club by 1909, under the leadership of Professor Strong, had taken its twelfth annual tour of the state and had an excellent reputation. Traveling with the club on its tour were a quartet and a small orchestra. In 1910 a ladies' sextette was organized and in the spring of 1911 this group made a tour of the Inland Empire.

The seventeenth tour of the men's glee club lasted over two weeks, the most extensive trip made by the local singers up to to that time. The ladies' sextette in 1914 made its fifth annual tour and won great applause and success.

May Festival

During this period many notable musical programs were heard at the college, among them being a concert by Walter Damroschs' New York Symphony orchestra which was brought to the college as a part of the program for the annual May Music Festival of 1910.

Beginning in 1906 an annual May music festival, the first of its kind in the Northwest, was held. These festivals were given every May, lasting over a period of two or three days, each day being divided into complete programs for which tickets might be obtained. Special trains with one and one-half rate fares, and visiting choruses and three or four celebrated soloists of the Pacific Coast were features of each festival. The choruses, usually numbering five or seven groups from surrounding towns including Spokane, Garfield, Colfax, Cheney and Lewiston, competed with each

other and joined in a grand choral finale as a fitting conclusion to each year's music festival.

In 1908 the Chicago Symphony orchestra came to the college a few weeks before the annual music festival; in 1911 the Russian Symphony played a concert for the second afternoon's program at the sixth annual festival; in May, 1912, Olga Steeb, celebrated pianist, and the Berlin Trio gave concerts at the seventh music festival, and in 1921 the famous Minneapolis Symphony was brought to the college.

After 1912 the May festival changed its plan, the visiting choruses were discontinued, and the playing of popular operas like "Faust" and "Il Trovatore," with local talent in the leading roles, became more prevalent. In 1916 Mme. Hess-Spratte, famous contralto, gave a concert at the festival, the last annual one of its kind as the war, coming in 1917, interfered with much of the college activity.

A lyceum course during the period included some of the best known musical artists in the world; Gadski, in 1906, who was the first great singer to appear under the auspices of the college, Maude Powell, who visited the college several times, made her first appearance here in 1907. Fritz Kreisler played in 1909 and John J. McClellan, noted pipe organist of Salt Lake City,. was engaged for a concert soon after the new pipe organ had been installed in the auditorium. Clarence Eddy also gave organ concerts. Schumann-Heink and Nordika, two of the world's most famous singers, gave concerts here in this period, as did some of the lesser ones, Wright Lorimer,

Alex Skovgaard, Paulo Gruppe and Charles W. Clarke. Interest in these performances was manifest by the large crowds that filled the auditorium each time, and by an increasing appreciation of good music among the students.

Homecoming Day

In 1913 the State College held its first Homecoming. It was a gala day with the "old grads" back to witness the most exciting game of all the year, Idaho vs. W. S. C. Idaho won at the last minute with a place-kick after the W. S. C. eleven had held them scoreless for three quarters. A banquet and program for the alumni and students was given during the afternoon and evening. The custom has been well established.

Campus Day

In the same year, 1913, the State College celebrated its annual Campus Day. Every student was assigned to some work either about the campus, in the "clean-up" squad or on the food squads. In the afternoon a program was given east of Bryan Hall and lunch was served to all the students in the quadrangle in front of the men's gymnasium.

Foundation Day

March 28, 1911, the 21st anniversary of the college was celebrated. It was an exciting day at the college, ushered in with martial music and the firing of a cannon, and ending with a huge dance at the old armory. In the morning a gigantic parade nearly a mile in length, with floats from every department and a pageant of floats depicting

the settlement and development of the Inland Empire. The agricultural department won the prize for the best department float, an immense pig named "Palouse Pig." The day ended with a torchlight parade and the celebration dance at the armory.

A special edition of the Evergreen gave the history of the college from the time of its foundation, 1890, up to 1911, including stories of early college life told by alumni and townspeople.

The occasion was sadly marred by an inexcusable invasion of Stevens Hall, undertaken in a spirit of prankishness, but leading to distressing results and criticism and unpleasant notoriety for the college, and the severe punishment of the young men involved in the escapade.

Publications

By 1908 the Evergreen was being published weekly, the pages usually numbering from six to ten and the size increased over two inches more than that of the earlier editions. In 1913 the publication, still edited weekly, came out with another increase in size. A paper of general campus interest, well-edited and published, editions were turned over each year to different campus organizations such as the freshmen class, who edited one issue each year, the Philomathian and the Talamian societies, who published one together, and the Websterian group who edited one issue yearly. The Evergreen also observed and published special editions on days like Christmas, St. Patrick's Day, Campus Day, Founders Day, and the day of the Idaho-W. S. C. game.

The Chinook, annual yearbook, had been published since 1899, with the exception of one year, by the members of the junior class. By 1910 it had increased in size and number of pages, and included additional features of interest to the students. In 1911 the book showed a slight increase in size over the previous year, the pictures were carefully finished and the annual was published in excellent form. The editions of 1911, 1912, 1913 and 1914 were nearly uniform, with the exception of the increased number of pages ranging from 310 to 370.

Crimson Circle

Crimson Circle, men's honorary organization, came into existence March 6, 1911. The necessity of a more unified action on the part of the student body in the disposition of student affairs had long been in evidence. The Crimson Circle, selecting its members from among the leaders of our student activities, regardless of position or fraternal membership, was established to accomplish this need. "It is the declared purpose of this organization to bind together our student body in such a way that the individual efforts of all members will be linked together as one in accomplishing a great end—in building up a greater State College of Washington."

Students' Book Store

In May, 1914, the Associated Students established the Students' Book Corporation, incorporating under the cooperative law of the state with an authorized capital of $2000. The incorporators

were L. B. Vincent, L. B. Shippee, M. O. Monroe, E. A. Kincaid and O. E. Draper.

On March 23, 1923, new articles of incorporation were filed under the general incorporation law with an authorized capital of $60,000, all of which is fully paid up at present. The incorporators were M. K. Snyder, E. C. Colpitts, L. D. Meeker, Fred A. Weller and Mary Dunning. The store is owned by the Associated Students. The trustees are appointed annually by the executive committee of the Associated Students. They consist of the Graduate Manager, two faculty members and one member each from the senior, junior and sophomore classes.

January 1, 1924, the business was moved from its old location on Campus Avenue to the new building erected by the company at 1000 Thatuna street at a cost of $29,185. The annual business for 1927 was $135,000. The first manager was H. Myron Smith, the second was E. N. Clark. The present manager, Oscar Willman, began his work January 1, 1920.

JACK NELSON WINNING THE 100 IN .9 3/5

National Social Groups

How a Social Club Grew Into the First Fraternity

In 1897 there were eight boys rooming on the fifth floor of Ferry Hall, all of whom were familiar with the haunts and retreats of the old dormitory. Because of their characteristic love of fun and their daring spirit, they were often associated in various undertakings which were performed at unusual hours. Finally an organization was perfected, but it was not until after the burning of old Ferry Hall that the constitution was adopted and an organization made complete.

The object of the club is set forth in the preamble to the constitution: "We, the members of this club, for the reason that the following constitution is necessary and expedient in order to create and advance a dominant spirit of honor and mutual admiration and respect, inter nos to qualify ourselves for present and future services to our country in certain capacities, to reflect credit upon our college, our honorable professors and our club; to imbue the principles of true manliness and courtesy, for the promotion of our general welfare, for our mutual protection and to emphasize the noble principles of free speech and liberty to which all other things are, and should be, subservient and subordinate, do solemnly establish this constitution for the S. C. L."

The charter members who drew up this constitution were V. E. Williams, L. H. Pohle, C. H. Goodsell, D. M. Crow, W. D. Outman, D. P. Woods, W. E. Mashburn, J. M. Bateman and Boyd Hamilton.

S. C. L., A CLUB THAT GREW INTO A FRATERNITY
Lower Row—Goodsell, Mashburn, Mumm, Sargeant, Young, Adams
Upper Row—Dunn, Brown, Outman, Williams, Evans, Hooper, Williams, Pohl

This organization grew to prominence but there does not seem to have been, in its origin, any conscious purpose to become a college fraternity. In January, 1906, its name was changed from S. C. L. to the Ophite fraternity, a local petitioning a national fraternity for a charter. The local Ophites did not obtain a national charter until March 10, 1910, at which time they were installed as Delta Iota chapter of Sigmu Nu. It was the second local group to be granted a national charter on the State College campus. The local chapter owns a recently erected home at 510 Montgomery.

During the period 1905-06, much sentiment was manifested, both for and against fraternities. Nearly every issue of the Evergreen carried articles written by alumni or students condemning "frats" for their "aristocracy" and "undemocratic attitude" or upholding them in the light of their success and popularity in other colleges and universities. One contribution to the Evergreen declared that "the glorious spirit of the college would die if "frats" were allowed entrance"; another, that "our democratic college would be no more if they were allowed here." Fear for the loss of the democratic college attitude was the chief objection to the entrance of the fraternal organizations. The administration, accepting the advent of fraternities as inevitable, while doing nothing to prevent their coming, maintained a friendly and helpful attitude toward the groups. With the formation of several local groups this feeling of antagonism gradually died away.

The first fraternity to obtain a national charter at the State College was Kappa Sigma. The local, known as Kappa Theta, was organized in the fall of 1906. The group, with the generous assistance of the Idaho Chapter of Kappa Sigma, obtained a charter and was installed February 3, 1909, as Gamma Nu of Kappa Sigma. The group, now eighteen years old, owns its own home on 500 California Street.

Alpha Tau Omega was the next national fraternity after Sigma Nu to come to the campus. May 20, 1911, what had been known as the Washington Sigma fraternity was installed as Washington Gamma chapter. The group today owns a newly constructed home on 606 Linden.

In March, 1912, the local Beta Alpha was granted Washington Alpha chapter of Sigma Phi Epsilon. This group also owns a new home on 505 Colorado.

PI DELTA PHI

The oldest woman's local fraternity was known as Pi Delta Phi. It was formed on November 5, 1906, its charter members being Sophie Ormsby, Beryl Flood, Florence Knepper, Mabel Baker, Pearl Flood, Nellie V. Jones and Olga Todd.

Although this group, Pi Delta Phi,

was not the first to receive a charter from a national sorority it was installed as Alpha Sigma chapter of Kappa Alpha Theta in June, 1913. The group lives at present in its new home at 603 California Street.

In 1912 two local sororities obtained national charters. July 6, Pi Beta Phi installed the local Phi Alpha Epsilon as Beta chapter and on October 5, 1912, Alpha Delta Pi installed Theta Kappa, local, as Upsilon chapter of Alpha Delta Pi. Pi Beta Phi has a recently constructed home at 711 Linden and Alpha Delta Pi is planning a new home on Linden Street.

In April, 1914, Lambda Chi Alpha installed the local men's organization, Tolo Club, as Tau Zeta of Lambda Chi Alpha, and in the same year, Kappa Psi, national pharmaceutical fraternity, awarded the local group a charter and they were installed as Beta Pi of Kappa Psi. Lambda Chi Alpha is at present living on 1607 Maple but plans have been completed for the erection of a new home on the corner of Colorado and C Streets. The Kappa Psi group rents a home at 1709 Opal.

Sigma Alpha Epsilon granted a charter in 1915 to the local Phi Upsilon which is now Washington Beta chapter of the national fraternity. The group owns its own home on 1723 B Street.

Alpha Chi Omega installed Alpha Theta Sigma, women's local, as Omega chapter of Alpha Chi Omega the following September, 1915. The group resides in a new home at 904 Thatuna.

March 15, 1918, Phi Delta Theta installed Delta as Washington Gamma chapter of Phi Delta

Theta. At present the group is living in its own home on 600 Campus Avenue.

Delta Delta Delta was the fifth women's national sorority to install a chapter at the State College. The charter was granted in December, 1918, to Sigma Beta Pi as Theta Nu chapter. Its new home, just erected, stands on the corner of A and Colorado Streets.

1919 saw the installation of two nationals—one a women's and the other a men's group. November 14, Sigma Chi installed Delta Sigma as Beta Upsilon chapter, and April 18, Delta Phi Phi was granted Phi chapter of Delta Zeta. Sigma Chi has just erected a new home at 608 California and the Delta Zetas are living at 511 Colorado.

The year 1920 brought two more nationals to the campus, Beta Theta Pi and Kappa Kappa Gamma. Gamma Theta chapter of Beta Theta Pi, formerly the local Gamma Delta, was installed January 17 and Gamma Eta of Kappa Kappa Gamma installed the local Zeta Phi on May 7. Both groups own their own homes, Beta Theta Pi having built a handsome fraternity house at 710 Linden and Kappa Kappa Gamma having purchased a home at 614 Campus Avenue.

Three groups were installed during the spring of 1921. In February, Theta Xi installed the local Epsilon Nu Gamma as its Omega chapter, and Phi Gamma Chi, women's local, was installed February 12 as Alpha Gamma of Sigma Kappa.

In May of the same year, the national Alpha Gamma Rho installed the A. G. R. Club as Sigma chapter.

The Theta Xi group has a home at 1405 Maiden Lane, the Sigma Kappas own their home on 402 Oak and the Alpha Gamma Rho fraternity has a house at 610 Linden.

Four women's national sororities made their appearance on the campus in 1923. On April 14 Kappa Delta granted a charter, and Tonora Club was installed as Sigma Tau chapter. June 8, Alpha Gamma Delta installed Mitra Club as Delta Beta chapter of Alpha Gamma Delta. On June 9, Beta Beta chapter of Chi Omega was granted to Omega Theta. In September of the same year Sigma Upsilon was established as Epsilon of Theta Upsilon. Both Kappa Delta and Chi Omega own their own homes, the former at 804 Linden and the latter at 1703 Ruby. Alpha Gamma Delta is located at 906 Thatuna and Theta Upsilon at 704 Campus Avenue.

In 1924 Theta Chi installed the local Gamma Phi as Alpha Omicron chapter. The group owns its own home on 901 Linden.

In 1926 two groups were granted charters; Gamma Nu became Alpha Sigma chapter of Alpha Xi Delta on June 5, and Beta Chi Alpha, men's local, was installed December 18 as Chi Deuteron of Phi Sigma Kappa. The former lives at 505 Colorado and the latter at 1607 Opal.

Two men's fraternities, Phi Kappa Tau and Alpha Kappa Lambda were installed in 1927, Diversity Club as Eta of Alpha Kappa Lambda and Omega Phi as Alpha Kappa of Phi Kappa Tau. The first named group lives on Maple Extension and the latter at 1711 Maple.

The last two nationals to be installed up to March 1, 1928, were Tau Kappa Epsilon and Zeta Tau Alpha. January 1, Delta Tau Alpha became Alpha Gamma of Tau Kappa Epsilon and the local girls group, Kappa Beta, was installed as Beta Mu chapter of Zeta Tau Alpha in February, 1928. Tau Kappa Epsilon is at home at 507 Colorado and Zeta Tau Alpha owns a home on 1607 Ruby.

Of the present locals on the campus, Psi Nu Sigma is the oldest, having been organized in 1919. This strong group owns its home on Ruby street. Alpha Gamma, girls local, was formed in 1921. The group rents a house at 1407 Opal street. Phi Epsilon, men's local, was organized in 1922 and the group at present is living on 301 Colorado. Gauge and Gavel was organized in 1924. The group leases a home on 1701 B street. The Erani club, girls local, organized in January of 1925 rents a home at 904 Campus Avenue. In the same year a men's group, Alpha Sigma Beta, was formed. At present the group leases a house at 402 Howard.*

*For lists of charter members of the several national sororities and fraternities on the campus see Appendix H.

DR. ERNEST O. HOLLAND
President, 1916 to Date

V
A NEW REGIME
1916-1925

Dr. E. O. Holland Is Installed President

WE must go back a little to the beginning of the new administration as the starting point of the final chapter of the history.

President E. O. Holland assumed the duties of the presidency on January 1, 1916. The only interruption to the smoothly flowing current of college life came in February, when the Educational Survey Commission met in Spokane.

On March 24th he was formally inaugurated. The principal address of the occasion, apart from the inaugural address of the president, was made by Nicholas Murray Butler, President of Columbia University. It was fitting that President Butler, who was president of the University in which Dr. Holland had done his graduate work and at whose hands he had been advanced to the doctorate, should honor the occasion by his presence. It was likewise fitting that President William Lowe Bryan, President of the Indiana University from which Mr. Holland had received his Bachelor's degree and in whose faculty he had served, should be present and should deliver an address. The writer of this history likewise was invited to speak and expressed his pleasure at turning over to such

competent hands the institution which he had cherished from its infancy. The central feature of the occasion was the inaugural address of Dr. Holland and his installation as President of the State College of Washington.

Edwin T. Coman, president of the board of regents, presided and inducted the new president into office. The exercises lasted throughout the day and ended in a banquet to the guests of the college. The accredited delegates of many institutions were present and presented addresses appropriate to the occasion.

The inauguration of President Suzzallo had taken place the preceding week and the guest of honor and principal speaker on that occasion had likewise been President Butler of Columbia, at which institution Mr. Suzzallo had taken his doctorate and of whose faculty he had been a member.

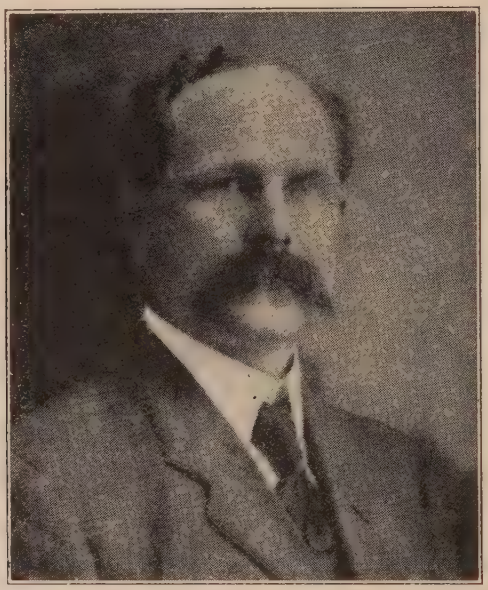
It was deemed appropriate that the inauguration of the new president of the State College should be made the occasion for the bestowal of certain academic honors, and that the degrees granted should be typical of the two great fundamental industries of life for which the land grant colleges were founded. The honorary degree of Master of Science in Engineering was therefore bestowed upon Mr. D. L. Huntington, head of the Washington Water Power Company, whose services to his profession and to the Pacific Northwest rendered him pre-eminently worthy of such an academic honor. Upon Mr. F. A. Ross of Spokane, a widely known mining engineer, the same degree was bestowed. For the degree Master of

Science in Agriculture, Mr. J. W. Clise of Seattle was chosen, a banker, and yet a very potent factor in the development of the dairy industry of that period. Mr. Clise, on his farm in King County, had developed a splendid herd of Ayrshire cattle, a herd known throughout the United States and Scotland. In such a contribution to agriculture and agricultural science Mr. Clise had made all agriculture his debtor and he was eminently worthy of the honor bestowed. Mr. Adam Duncan Dunn, a graduate of this college with the class of 1902, had likewise contributed much to Animal Husbandry in the development of a Shorthorn herd that had promoted greatly the livestock interests of the Pacific Northwest and merited the honor of Master of Science in Agriculture voted to him by faculty and board at this time.

On the commencement occasion in the following June there were 192 candidates for graduation. This was the last class to have practically completed its work under my administration and the first to receive degrees at the hands of the new president.

So smoothly did the change of administration take place that an outside observer would not have perceived anything unusual on the campus in January, 1916, just twenty-four years after the college opened the doors of the little crib for the reception of students. Eighteen buildings now crowned the hill covered with trees and shrubs. Faculty and students alike were unconscious of any change other than a new face in the president's office and on the platform at assembly.

On May 12, 1916, the board of regents placed on record the name of the auditorium and library —E. A. Bryan Hall.



DEAN ELTON FULMER

Death of Professor Fulmer

A sad loss had, however, come to the college with shocking suddenness. Dean Elton Fulmer lost his life in a railway accident near Cheney, Washington, while returning from official duties at Walla Walla. He had just risen in the early morning and was dressing in the lavatory of the sleeper, when a rear end collision occurred in the midst of a dense fog and the North Coast Limited crashed into the rear coach, telescoping into the sleeper in which Dean Fulmer was returning, and crushing the life out of most of its occupants, among them was Dean Fulmer.

At the time of his death Dean Fulmer was forty-eight years of age. He was a graduate of the University of Nebraska and had been a member of its faculty. He had become a member of the faculty of this college at its reorganization in 1893, and was the head of the department of chemistry throughout the remainder of his life. He had been made dean of the faculty in 1909 and was still serving in that capacity. He had also been chairman of the discipline committee of the college from 1893 to 1916. He was a man of strong religious convictions, sound judgment and wholly devoted to the welfare of the college. He had contributed numerous scientific papers and bulletins to the scientific world and had a national reputation as a chemist. One evidence of this was the fact that he was chosen as one of the small committee of five (the only one west of the Mississippi) on standards after the passage of the U. S. Pure Food Law.

Dean Fulmer had been the author of the pure food law of the state of Washington. He had an unusual knowledge of the details of the college organization, especially on its academic side, and his death at this time was a serious loss to the college and to the new president. There was no one who could quite fill Dean Fulmer's place. The thorough organization of his department (chemistry) gave assurance that that department would continue to operate smoothly and efficiently. But the academic organization needed him at this time when it was passing under a new regime.

There was in contemplation, as there had been

for some time, a grouping of the several "departments" into colleges and schools. If that should be done a single "dean" would not meet the requirements of the situation. Hence, the question of replacement of Dean Fulmer was deferred until other organization and administrative problems should have been solved.

A Struggle for Autonomy

The new administration was confronted by one of the most serious crises in the legislative history of the college.

As has already been indicated, President Holland, even before his inauguration, had been plunged into a struggle to preserve the autonomy of the institution. The report by the committee of "experts", adopted by the commission, was so defective in point of fact and so irrelevant in some of its conclusions that it could not be accepted by the friends of the college. It was inevitable that it would be challenged at the session of the succeeding legislature. The president's time and thought, aside from the ordinary operations and administration of the institution must necessarily be absorbed during the intervening months by that important struggle. No radical changes, therefore, were at this time made in the permanent organization or personnel of the faculty.

I have already mentioned in the previous chapter, out of its chronological order, the propaganda which culminated in the Educational Survey Commission and its report in the spring of 1916 soon after the arrival of President Holland. To the

discussion of the principles involved in the settlement of the disputed question I had some months before contributed a brief entitled "The Legal Status of the State College of Washington," which the board of regents had published. In reply to this, about this time, Dean Condon of the law school of the University likewise discussed in pamphlet form the legal questions involved. I had taken no part in the hearings of the commission; had, in fact, been called before the "experts" but once, and that for but fifteen or twenty minutes, to answer a few questions relative to the preparatory department. Nor had I appeared before the educational commission.

The academic year 1916 closed successfully, the only serious problem being the pressure for funds which rising war prices was bringing upon this, and all other educational institutions. This pressure led to the postponement of the completion of James Wilson Hall and the Mechanic Arts building. In the fall of 1916 the steady progress of the college was disturbed only by the preparation for the coming legislative conflict in which the future of the State College was at stake, for no one can doubt the fact that the focal point of that whole movement was the State College.

The Compromise Legislation of 1917

The legislature of 1917 was confronted with serious problems, one of the most important of which was the consideration of the report of the Washington Educational Survey Commission. It was inevitable that the report should not receive dispassionate consideration. It was also inevitable

that the action taken by the state on its entrance to statehood and its solemn engagements to the federal government at that time and thereafter, could not be ignored or wholly overthrown. The report itself was seriously defective and vulnerable to attack. The result of the deliberations was a compromise bill. Aside from the main issues and yet incidental to the compromise, the act provided that the function of the normal schools should, as theretofore, be confined to the training of teachers for the elementary school, i. e. the first eight grades, and that they should have a monopoly of the certification of elementary teachers. On the other hand the function of training superintendents, principals and high school teachers should continue to be assigned exclusively to the University and the State College, and the monopoly of high school certification should remain with these institutions, but it involved the loss of the right to certificate teachers for the elementary grades. Doubtless due to a blunder, the right of colleges and universities in or out of the state, other than the State University and State College of Washington, to certificate elementary as well as high school teachers, principals and superintendents, remained as before. This is an anomaly which has never been corrected.

The main issue, however, related to the respective functions of the State College and the State University.

First and most important was the enlargement of the functions of the State University as these had been defined in the original charter and in the

charter of 1890 and 1891 and subsequent legislation.

The broad field of applied science and technology (with the exception of agriculture) which on our entrance to statehood had been assigned alone to the State College, was now extended to include the University. On the other hand the broad field of the liberal arts which had, in the first organic act and the amended act of 1891, been assigned only to a limited extent to the State College, was by the act of 1917 extended fully to the State College. The outcry against duplication had thus been met with legislation for almost unlimited duplication in purpose and spirit as well as in the specific subjects offered and taught. The State College lost forestry, architecture, journalism and commerce as major lines of its curriculum.*

Relative to these it may be said:

"Forestry is, in our national government, a subdivision of the Department of Agriculture. The forest is a crop and the ideal management of the forest is its management as a crop. The relation of the livestock industry to the management of the forests and the preservation of forage plants is a vital one. The reproduction of the forest is primarily an agricultural or at least a horticultural problem. The clearing of the forests is strictly an agricultural problem. The dependence of irrigation farming upon the preservation of the forest cover is absolute. Furthermore, all phases of the logging and milling industries are primarily and almost exclusively problems of the *mechanic arts*. Instruction in forestry began on the first day the State College opened its doors, E. R. Lake being professor of horticulture and forestry, and it progressed continuously and as rapidly as the finances of the college would permit. Expenditures for forestry instruction made from the Morrill fund have always been regarded as legitimate expenditures under the provisions of the Morrill Act and approved accordingly by the U. S. Department of the Interior. Logical analysis of the whole land grant movement and the proper interpretation of its spirit justified the retention of forestry as a major subject of the State College curriculum. As the beneficiary of more than 127,000 acres of timber as its permanent endowment, wisdom approved the retention of a close relationship of the scientific departments of the college to this subject. It was a hard

*The final word on the elimination of these subjects as majors at the State College, is said, at the final after-midnight conference on the bill, to have been left to Governor Lister.

blow to the college to accept the decision of the legislature, but it did accept it.

"Architecture likewise is of the very spirit and genius of the conception of the land grant colleges, and in their earliest development it found a place in their curricula. The Interior Department, in passing upon the expenditures under the Morrill Act, approves expenditures for architecture. It is undeniably one of the "Mechanic Arts." The same sciences are fundamental to it that are fundamental to the other mechanic arts, and almost every subject essential to instruction in it must of necessity be included in the curriculum of all the others. The land grant colleges and universities early pre-empted the field of architecture and were some of its best exponents, e. g., the University of Illinois (at first called the Illinois Industrial University) and the Massachusetts Institute of Technology. The State College very early pre-empted the field and established a chair of Architecture and filled it as early as finances would permit. This department was not only a means of fulfilling its proper instructional functions but a means of economy in the construction of its buildings. But the Act of 1917 excluded it as a major subject from the curricula of the college. The blow was a hard one and unexplainable on ordinary grounds but the State College bowed to the decision of the legislature.

"There is a field *of* journalism and *in* journalism in which the training and environment of the land grant college is peculiarly fitted to render useful service to the public. Aside from the fact that courses in journalism, not leading to a degree, are peculiarly attractive means of instruction in English, ordinarily so distasteful to young men of a certain type, journalism itself, especially that connected with the rural press is quite as closely connected to the industrial arts as it is to the literary arts. The national acts establishing the experiment station and the extension department of the colleges recognize and emphasize the function of publications and publicity as important and essential parts of the movement. These were made mandatory and it would seem no great departure from the main issue to develop ability to enter upon and prosecute these phases of journalism. The primary thing to be desired in the journalist is not the facile pen, but the clear understanding and the true and sympathetic interpretation of the body of related knowledge, and of the social and economic movements involved therein. The decision in this case did not move so deeply the friends of the college as did the two previously mentioned. This decision was likewise accepted.

"Commerce in its popular, and not in its technical sense, had been taught every school day since the college opened its doors. It would be difficult to fulfill the primary function and purpose of the acts, state and national, viz: 'The education of the industrial classes for the several pursuits and professions of life' without including this subject in the popular sense of the term. The whole movement had an economic as contrasted with a literary center. If any class should have a better understanding of commercial principles in the exchange of the commodities which they produce than the 'industrial classes,' what class is it? And why exclude the industrial classes, anyhow? Political economy could not be excluded by state act for it is strictly provided for in the national acts which are the supreme law of the land. But commerce as a major was excluded and the college accepted the decision. It could not do otherwise.

"It also accepted the decision of the State Legislature to extend to the University the broad functions of a college of technology and applied science. The functions of an institution are not determined by

the interpretation of its name but by the provisions of law. The liberal arts had been included in the charter of the State College and implied in the Morrill Act of 1862 and mentioned in the Morrill Act of 1890, but it had plainly not been the purpose of any of these to make them the *leading purpose* of the institution but quite the contrary. It was the contrasting purpose, viz., the making of science and technology the leading purpose, and the education of the industrial as contrasted with the professional classes the end of the movement. By the Act of 1917 the liberal arts were put upon the same basis in both institutions. The State College yielded to this exchange in the most important functions of each because it recognizes the supremacy of the State, insofar as its acts do not violate a conflicting national law by which it is also bound."

In 1922 a protest was presented to the State Board of Higher Curricula that the courses being given at the State College in forestry, journalism, architecture and commerce were in contravention of the provision of the act of 1917, defining the functions of the respective institutions. Answer was made by the State College denying the allegation and stating that the courses given in neither of these four subjects constituted a "major" as defined by the statute and that neither led to graduation with a degree in that course.

It was not denied that courses related to all of these subjects were being given and it was pointed out that courses so related had been given from the opening of the college in 1892. It was asserted such courses were necessary to the fulfillment of the letter and spirit of both state and national laws and were not in conflict with the compromise act of 1917, but were in entire harmony with it.

It was stated in the reply of the State College that in the compromise effected in 1917 the decision hinged not upon the giving of courses in these particular fields of study but upon the granting of degrees in them; in fact it was fully understood that such courses might be given so long as degrees were not granted in them.

The question submitted to the State Board of Higher Curricula, "Is the State College abiding by the law with reference to Journalism, Forestry, Architecture and Commerce?" was answered by the board in the affirmative. The decision rested largely upon the vote of the lay members consisting of W. H. Abel, attorney of Montesano, Dudley G. Wooten, attorney of Seattle, a graduate of the University of Virginia, Fred K. Jones of Spokane, a graduate of Harvard University, and L. D. McArdle of Olympia, connected with the state administration. Courses not leading to a degree in these subjects were continued.

Graduate work in major subjects was likewise authorized in both institutions.

The net result of some eight or ten years of superficial discussion and jangling about "duplication" had thus worked itself out into a more complete duplication than had before existed. The single value of the legislative compromise of 1917 was that it brought a settlement. It should remain undisturbed.*

*See Appendix F.

To insure the carrying out of the results of this legislation a super-board was created, called the State Board of Higher Curricula. It met the fate of most super-boards when in 1925 it was abolished.

In 1907 the legislature created the State Board of Higher Education, consisting of the state board of education and the presidents of the University, the State College and the three normal schools, the chief function of which was the accrediting of the high schools. It proved neither useful nor practicable.

In 1909, with the adoption of a new school code, the old state board of education and the board of higher education were abolished and a new state board of education, the present one, was established in which the different phases of our entire scheme of public education are represented. It consists of seven members, to wit: the superintendent of public instruction (who is ex-officio chairman); the president of the University; the president of the State College; the principal of one of the state normal schools; a superintendent of a city of the first class; a principal of a four year accredited high school; and a county superintendent of schools—the last three being appointed by the governor.

The board was clothed with large, though somewhat incomplete, powers. Theoretically, it is an excellent system, though it has not always lived up to its possibilities. Members have not always realized that upon their shoulders rests, in a measure, responsibility for the entire system, not mere-

ly for the part of it in which each is particularly interested.

The super-board established by the act of 1917 consisted of the president and two regents of the University, the president and two regents of the State College, the president of one of the normal schools and one regent from each of the other two normal schools. Theoretically and practically it was not a good system as the event proved. In the very nature of the case the lay members are not even so well prepared as the members of the respective boards to pass upon the questions involved and they are no more free from bias.

The regents of the respective institutions were later replaced by four lay members. This did not remedy the defects of the super-board and it passed out of existence in the spring of 1925.

The Departmental System Is Reorganized

The legislative session being over in the spring of 1917 the college could resume its normal tasks after making such adjustments as the act just passed required.

The most important step of the new regime was the establishment of colleges and schools in place of the numerous departments. It was incidental to the growth of the college and necessitated thereby.

This reorganization took place in June, 1917. It had been preceded by the hectic legislative session of 1917. As an incidental disturbing element the revision of the mill tax schedule which

had been fixed in 1911 subject to reconsideration six years later, was quite secondary to the consideration of the report of the Washington Educational Survey Commission, but it added nothing to the harmony of the session. The fiscal problem itself had been disturbed by the World War, though not nearly so much as it was destined to be disturbed in the four following years. Values had risen rapidly since the outbreak of the war in 1914. Salaries already low must be increased or faculty members could not live. It was now clear that buildings must be provided for, not out of the mill tax, but out of special appropriations for that purpose, for, to the astonishment of every one, although the wealth of the state had actually increased rapidly, the assessed valuation had not risen. The revision of the mill tax in 1917 assigned to the University 74 hundredths of a mill and to the State College, 45 hundredths of a mill, and provided for reconsideration again in 1921. The total income for the college for 1917 for the biennium was:

Mill Tax	$ 707,250
Land Grant income	113,000
Special Extension	29,352
	909,602
From other sources	235,221
	$1,144,823

At this time the "Departmental" system was still in vogue. There had grown to be twenty-one departments. These were: the department of

mathematics and civil engineering, O. L. Waller, head; 2, the department of chemistry, Elton Fulmer, head; 3, the department of botany, Ira D. Cardiff, head; 4, the department of zoology, A. L. Melander, head; 5, the department of agriculture, George Severance, head; 6, the department of horticulture, O. M. Morris, head; 7, the department* of forestry, Frank G. Miller, head; 8, the department of English, Bruce McCully, head; 9, the department of economic science and history, A. W. Taylor, head; 10, the department of mechanical and electrical engineering, H. V. Carpenter, head; 11, the department of architecture, Rudolph Weaver, head; 12, the department of modern languages, F. C. Chalfant, head; 13, the department of mining, F. A. Thomson, head; 14, the department of geology, Solon Shedd, head; 15, the department of home economics, Agnes C. Craig, head; 16, the department* of pharmacy, A. C. Maxwell, head; 17, the department of veterinary science, S. B. Nelson, head; 18, the department of Latin, A. E. Evans, head; 19, the department* of education, A. A. Cleveland, head; 20, the department* of music and fine arts, H. Kimbrough, head; 21, the department of military science and tactics, F. J. Osterman, head. Besides these there was certain work (e. g. physical education, the elementary department, etc.) not so organized. We had followed the Chicago University departmental system largely, but now it seemed advisable to have fewer major administrative groups. But the new president was deliberate in making changes.

*Technically called "School."

It was not until June 12, 1917, that the reorganized system of colleges and schools was adopted. Under this plan the work was grouped as follows:

I

The College of Agriculture, to include the department of agriculture, the department of horticulture, the department of forestry, the agricultural experiment station.

George Severance, Vice-Dean and Acting Director.

II

The College of Mechanic Arts and Engineering: The department of mechanical and electrical engineering, the department of mathematics and civil engineering, the department of architecture.

H. V. Carpenter, Dean.

III

The College of Sciences and Arts: The department of botany, the department of zoology, the department of geology, the department of chemistry, the department of economic science and history, the department of english, the department of foreign languages.

W. C. Beach, Dean.

IV

The College of Veterinary Science: S. B. Nelson, Dean.

V

The College of Home Economics: Agnes H. Craig, Head (afterwards dean).

DEANS

FLORENCE HARRISON
E. C. JOHNSON
A. A. CLEVELAND

P. H. DIRSTINE
F. A. THOMSON
C. C. TODD

H. KIMBROUGH
H. V. CARPENTER
E. E. WEGNER

1. The School of Mines: The department of mines and metallurgy, the department of geology. Francis A. Thomson, Dean.

2. The School of Education: A. A. Cleveland, Dean.

3. The School of Pharmacy: P. H. Dirstine, Head (afterwards dean).

4. The School of Music and Applied Design: Herbert Kimbrough, Dean.

At a later date the Graduate School was formally organized, making the fifth school.

At the same time the office of General Secretary of the college was established and Professor C. A. Isaacs was appointed to that position. Many of the functions hitherto discharged by the dean of the faculty were now assigned to the General Secretary.

The grouping in engineering was left with practically the same essential organization as before, Professor Carpenter becoming dean of the college of engineering.

The college of liberal arts included, beside the departments of English and foreign languages and economic science and history, the departments of botany, zoology, chemistry and geology, the mathematics and physics, (which doubtless logically belong here) remaining for administrative reasons in the college of engineering. W. G. Beach, as has already been said, became dean of this college. The head of Home Economics, Agnes C. Craig, remained in charge of the college of home economics with the same title.

It will thus be seen that this important step in reorganization for the sake of greater efficiency of

administration was accomplished with little disturbance and few changes. It harmonized well with the provisions of the compromise act of 1917 which had just been passed.

The Building Program

At the beginning of this period (1916) it will be remembered that the agricultural building (James Wilson Hall) and the mechanic arts building had been enclosed and in part prepared for use but not finished. Heating was installed and some plumbing had been done. The buildings had neither plastered walls nor finish and only rough floors and stairways. Nevertheless, it was possible to hold classes in them and do laboratory work. More than ten years were to pass before they were finished. Meanwhile, the rapid growth of the college made the pressure more and more severe.

It will also be remembered that the policy adopted in 1913 had been one of slow progressive building out of the surplus proceeds of the mill tax. This policy worked out exactly to schedule as planned up to 1916. The outbreak of the war in 1914, however, had started prices upward in response to a demand for war materials which the United States could supply, though the rise was not very rapid until 1916 and later. It soon became evident that the dollar would not go as far as anticipated, that all commodities and all services would cost more, and that these buildings could not be completed nor others undertaken within the limits of the income. No appropriations specifically for buildings had been made since 1907 and the two spacious fireproof buildings begun under the mill tax system

could not be fully utilized until further appropriation should be made. No appropriations were made for this purpose in 1917. In fact, a deficiency appropriation of $40,000 had to be made to cover the period from January to April. Meanwhile the imperative need of an increase in the salaries of faculty and other employees who were suffering from war prices sopped up all surplus over the ordinary budget, and even then there was not enough to meet the needs. The increase in the rate of millage in 1917 would not materialize until the tax payments in 1919.

In 1919 rising prices again compelled the college to secure a deficiency appropriation of $38,500 to meet current expenses. The biennial appropriation at this time was $1,531,318. In the budget of 1919 was included a building program. It included an estimate of $75,000 for a dormitory for women and $175,000 for a dairy manufactures building; also $55,000 for the completion of James Wilson Hall. The total was $305,000 for buildings at Pullman.

To understand what followed it is well to remember the budget was made up in the summer and fall of 1918, the report on expenditure being to the end of the last fiscal period June 30, 1918. Everyone old enough to remember will recall what took place in the fall of 1918. Though the armistice was declared, prices which had begun to jump before the armistice continued to rise and the process went on for the next two years.

Even before the session of 1919 was ended it was apparent that the appropriation asked for

and agreed to would not accomplish the result contemplated because of the changes of prices. This was at once called to the attention of legislative committees, who instead of increasing the amount, passed an act which permitted discretion in the use of the money for either building. When the board after the adjournment of the legislature was called on to decide where to begin, it decided to begin by the construction of the dormitory for women, the human demand being the more pressing. Prices ran wild and before the dormitory was completed it had cost practically double the amount asked for, leaving only enough to build the foundation story of the dairy manufactures building. The appropriation for completing James Wilson Hall met with a similar fate. The equipping required more than half the appropriation and it was manifestly more necessary to have something to work with, even in bare and unplastered walls, than to have a finished building with nothing in it to use. The only possibility was to wait for relief until the legislature of 1921 should meet. Meanwhile the slump of 1920 came. It fell on the Pacific Northwest with peculiar suddenness and force. The east had harvested and sold its crops at high prices. The Pacific Northwest had incurred all the high cost of production including harvesting when the calamity of sudden deflation fell upon it. No one can blame the legislature of 1921 for economy. Even in the midst of this distress it appropriated $250,000 for the completion of the dairy manufactures building, besides money for a few necessary minor improvements.

The Governor Vetoes the Appropriation For the Completion of the Building

The college was not prepared for the shock which came. The governor vetoed the appropriation for the completion of the dairy manufactures building, leaving the foundation and first story to stand unfinished for the next six years.

The members and committees of the legislature had been fully advised as to the needs of the college and the purposes for which the appropriation would be expended. It was fully understood that the proposed building was to be a large, fireproof building, three stories and a basement, so built as to endure for centuries and that it was to include cold storage machinery and space for extensive experimentation in the many problems connected with the storage and preservation of milk products, and also fruits.

It was understood that the dairy manufactures building was to include space and machinery for the manufacture of milk products—the dairy industry being one of our most important, especially in western Washington. It was furthermore understood fully that it was to include laboratory and classroom and office space for instruction in all the phases of the dairy and milk products industries. And it was further fully understood that in addition to this the building was to contain laboratory and classroom space in nearly related subjects such as chemistry and bacteriology.

With such complete knowledge on the part of the committees and what seemed to be such general knowledge of the purpose of the appropriation

and the status of the incomplete building, one cannot wonder at the dismay created in college circles when it was announced that the governor had vetoed the appropriation because it was "too much to expend on the construction of a cow barn."

It was a serious blow as the college had counted on this building to release space which the rapid growth of the college demanded for other uses.

It was thus that from 1907 to 1925, a period of eighteen years, the State appropriated money directly for only two new buildings and only one of these—McCroskey Hall—had been completed. Out of the mill tax two others had been begun but could not be completed.

Impatience was sometimes shown by legislators and the public prior to the session of 1925 at the insistence of the college that it should have fair and just treatment in the matter of buildings. The public could hardly realize the seriousness of the situation which had developed, or to how great an extent the future welfare and usefulness of the institution was jeopardized by the failure of the state to do its duty in this matter.

War Measures and War Prices Create a Dilemma

The declaration of war in 1917 was followed by a rush of men from the colleges, either as volunteers or through the selective draft into the army. The State College contributed its full share of young men, faculty and students, eager to serve their country and defend its honor.

Some time elapsed before the development of

the S. A. T. C. plans and the use of the college for vocational training or military training.

After the declaration of war, the State College signified her willingness to take care of six hundred men of the S. A. T. C. for four months beginning June 15, and made extensive preparations to house and instruct the entire contingent. The purpose of the S. A. T. C. was to provide vocational training for all those men properly qualified to enter and remain in college during their period of training as recruits for the Student Army Training Corps.

The first vocational contingent of the S. A. T. C., containing over three hundred men, arrived at the State College on the 15th of June, 1918, and remained two months. During this time they received training and education at the college in courses such as carpentry, auto mechanics, truck driving, drafting, radio operation, machine repairing and, in addition, the regular college curriculum. Military instruction was given eleven hours for the first half of the term and six hours during the second half of the training period.

In the Fall of 1918 when the epidemic of influenza swept over the country, three hundred S. A. T. C.'s were stationed at the college. These soldiers arrived in the second contingent for the two-month training period. Because of the illness of many of the men, the government did not order this contingent away at the expected time. Approximately one hundred and fifty men remained here, eighty in the gym hospital and seventy others. Some of them assisted in the care of the

sick, the rest awaited transfer to training camps or overseas.

A third contingent of six hundred men arrived at the college on October 15. Up to twelve hours before these men arrived the military authorities of the S. A. T. C. did not believe that the government would order the six hundred here because of the "flu" epidemic and the jeopardy of travel at such a time. The college was unprepared to house the new contingent in addition to the other three hundred men for whom the government had not as yet sent an order of transfer.

The "flu" spread from the second contingent and students into the new detachment of six hundred men and by October 22 the epidemic had reached a critical stage. Military authorities stated that about eight hundred and twenty-five men were suffering from the disease during the epidemic here. Altogether there were forty-one deaths, twenty-two in the new contingent, nine in the detachment held over and ten among the S. A. T. C. students. The death rate was about five per cent of the total number who were ill with the disease —eight hundred and twenty-five men.

The entire Home Economics faculty assisted by three specialists from the extension department, two Home Economics teachers from Spokane and aided by sixty-two women students, were preparing at one time nine hundred special diets per day. Even after the epidemic had passed its peak, October 15-22, the department continued its helpful work through the rest of the year, preparing spe-

cial diets and food. As late as December 11th there were two hundred and fifty ill.

During the height of the disease the Sigma Phi Epsilon house was turned into a temporary hospital in charge of Sister Rosalie of St. Ignatius hospital. The mechanic arts building, the Congregational church, the Episcopal parish house, the gymnasium and the college hospital all were turned into hospitals, and all were full. Doctor Beistal's hospital was also used. It was a fearful trial but courageously met. The devotion of the faculty and citizens in caring for the sick and dying could not be surpassed. The services of the nurses and physicians were simply heroic; some of them even sacrificed their lives.

The State College threw herself heart and soul into the service of the nation in whatever direction she was called upon for service and many of her sons made the supreme sacrifice for their country's safety and honor. It was not alone in camp and hospital and training for war service that difficulties arose. The mounting prices which immediately followed the war bore heavily upon the teaching force of the institution as I have indicated elsewhere. Faculty folk readily endured the privation of simple living. The small house, the simple furniture, the unostentatious clothing, the self-denial in travel and other features of the simple life rather appeal to the average faculty man and woman. But in this distressing period to face fixed budgets with the value of money cut in two meant distress, and there is little wonder that some

restlessness appeared in nearly all colleges and universities. This culminated in 1919 and 1920.

Serious Financial Problems

The most difficult situation, in some respects, in the last period was the direct result of financial conditions brought about by the war. Fixed salaries are almost the last thing to change in response to the economic law of supply and demand. Salaries of college professors are notoriously low at any rate. A modest living with the ordinary comforts of life is usually accepted with equanimity because other interests are superior. But throughout the United States the five years from 1918 to 1923 were hard years on all engaged in teaching.

Public school teachers were first able to make their voices heard and the public demanded that this condition should be amended by an increase in wages. In colleges there was not so quick a response. Boards were helpless to increase the amount of the appropriations and faculties were helpless in the face of prices out of all proportion to increase costs. There were movements here and there to unionize and, in some cases, this method was actually pursued.

Without doubt this situation was one of the potent causes leading to the special session in 1920. As a matter of fact no legislative relief was actually afforded at that time but there was evidently an understanding that relief should be given, and that the succeeding legislature would make appropriation to cover the deficiency thus created. In the years following this period and especially after the action of the legislature of 1925 increasing the

millage, more adequate salaries have been paid. The patience of the faculty in enduring a difficult situation during the period of recovery from war conditions has been met by the board with liberality as funds for that purpose have become available.

A Building Policy Developed To Meet Housing Conditions

Partial relief was gained during this period by the development of a policy, which, in a primitive way, had been used at an earlier date, namely, the use of private capital to provide buildings. This is possible only in the case of the building of residence halls or other buildings which are capable of yielding a revenue.

The plan is simple and is now used quite extensively. It is the formation of a company in sympathy with the aspirations of the college and the sale of sufficient stocks or bonds to procure money for the capital investment, renting the building to the college at an annual rental large enough to insure the payment of the annual interest on the capital investment and the amortization of the cost price of the buildings, the money to pay these charges, in turn, being provided from the proceeds of the rental of rooms in the halls to students.

If plans are fairly modest and construction is economical and the price of room rental reasonable but adequate and the hall is kept full, the annual interest can be paid and the purchase price of the building and grounds can be amortized in from fifteen to twenty years.

Community Hall Is Built

In 1920 a community building company was formed and interest bearing bonds were sold, chiefly to local people, the proceeds to be used in the construction of a hall for women, known as "Community Hall." A lease was made of the building to the Board of Regents at a price equal to a reasonable interest on the investment. A building capable of housing one hundred women was accordingly constructed on land adjacent to the college campus and the rooms were rented to college students at seventy dollars a year for each student. This average price of less than two dollars per week per student was a low price, and yet it was a rental in the aggregate sufficient to pay the annual interest and amortize the principal in a reasonable time. The cost of maintenance of the hall is borne from the general funds of the college.

In 1922 a hall for boys, capable of housing two hundred and fifty boys was built on the same plan. This hall was named Stimson Hall in honor of Mr. Fred S. Stimson, a former regent of the State College.

A third residence hall capable of housing one hundred and fifty young women, also affording dining room space, was constructed in 1925 at a cost of about $150,000.

In 1924 the same principle was invoked for the construction of a "commons," or common dining hall. A brick building was built at a cost of about $150,000 capable of dining some eight hundred students. It included besides kitchens and storage space, two very large dining halls, a cafeteria and

R. C. McCroskey Hall, 1920

Community Hall, 1922

sundry private dining rooms, offices—and in the fourth story a few small apartments for rental to proper parties. A small addition to the charge for each meal, say a cent to a cent and a half, is added to the cost price to meet this rental. Thus it is possible to provide this facility at a very moderate price, pay the interest on the prime cost and amortize the entire cost of the property within a reasonable time.

All of these properties at the end of the amortization period become the property of the State of Washington. This will have been accomplished without any burden to the taxpayer and the prices paid by the student for board and room rental will have been kept within very reasonable limits and quite comparable to the cost of such service elsewhere.

The full development of this plan has been worthy of the highest recognition by citizens of the state, providing a necessary facility as it does, without cost to the taxpayer and yet preserving the low cost of living for the student.

Faculty Changes in the Period

The reorganization of the system in 1917, grouping into five colleges and four schools the numerous departments which was the most important constructive work of the period, would naturally lead to more or less faculty changes. These would necessarily be emphasized by the modifications of the laws of 1917 which had just been enacted.

The most important of these perhaps was the more complete analysis and differentiation of the

departments of the agricultural college in which, eventually, there were made ten departments. One of these was created by the establishment in that college of a department of Plant Pathology and the transfer of Dr. F. D. Heald from the department of Botany to the head of that department. Another was the development of a distinct department of farm management and agricultural economics of which Professor Severance assumed the headship. A third important change was the placing of forestry in the College of Agriculture. This led to the loss of Professor Miller, the head.

Professor George Severance, who for many years was head of the department of Agriculture, was made vice-dean, the administration evidently looking forward to making this a part of the new "College" of Agriculture.

Meanwhile an impasse had arisen between the director of the experiment station and the president of the college resulting in April, 1917, in the retirement of Dr. Ira Cardiff from the directorship and the headship of the department of Botany. Doctor Cardiff's advancement had been very rapid from his election to the chair of Plant Physiology and Bacteriology in September, 1912, first to the headship of the department of Botany in February, 1913, and then to the directorship of the experiment station in the following June, and the headship of the bureau of farm development a little later. He had continued to exercise executive responsibility over the department of Botany. Professor Charles A. Magoon had become associate professor of plant physiology in 1914 and Dr. F.

FRED S. STIMSON HALL, 1922

D. Heald professor of plant pathology in 1915 from which he and the pathology department had been transferred to the College of Agriculture in 1917. Dr. Gerhard H. Jensen was associate professor of plant physiology, and Dr. Hanna C. Aase who is now assistant professor of Botany had succeeded Dr. Hallez Jolivette as instructor in Botany in 1914.

DR. F. L. PICKETT

With the reorganization of 1917 and the retirement of Doctor Cardiff, Dr. F. L. Pickett became department head, a position which he still holds. At the present time he is also chairman of the committee on graduate school.

Professor George Severance, head of the department of farm management and vice-dean of the new College of Agriculture, was made director of the experiment station upon the retirement of Doctor Cardiff. Professor Severance has now been in almost continuous service in the institution for a quarter of a century.

The College of Sciences and Arts included the departments of English Language, Foreign Languages, Economic Science and History, Botany Zoology and Chemistry. The department of Geology became part of the School of Mines, and physics and mathematics (which logically belong

GEORGE SEVERANCE
Vice Dean and Acting Director

with the liberal arts) retained their old connection with the College of Engineering — a practical arrangement well adapted to the earlier regime.

W. G. Beach who had formerly been head of the department of Economic Science and History, and who for some eight years had had a chair in the University of Washington, was called from the University to become head of the newly organized College of Science and Arts and to again head the department of Economic Science and History. This position he held until 1921 when he was called to Stanford.

Professor Agnes C. Craig became head of the College of Home Economics. She had entered the department in 1911 as professor of Textiles and in 1913 had succeeded Professor Josephine Berry as head of the department. This position she held until 1919.

Florence Harrison was elected dean of the College of Home Economics in 1919. She had taken her A. B. degree at the University of Illinois and her Master's degree at Columbia University. Professor Harrison continues to preside over this important and popular department.

Among the important faculty and administrative changes which occurred in 1917 as a result of the legislative action of that year was the loss of Professor F. G. Miller, who resigned the headship of the department of Forestry because of the new status which that work assumed. Professor Miller

THE COMMONS, 1924

COMMON DINING HALL

was a forester of distinguished ability who had established the Schools of Forestry in the University of Nebraska and at the State University of Washington, and had for some time prior to 1917 been at the head of the School of Forestry of the State College. His departure was a distinct loss to the college and to the State. Professor Francis A. Thomson, dean of the School of Mines, after some ten years of service resigned to undertake similar work in another field.

L. O. Howard, A. B. and M. E. of Harvard University, was elected dean of the School of Mines and Geology, to succeed Professor Thomson, resigned. He was succeeded in 1926 by Dean A. E. Drucker.

Dr. C. C. Todd, who had been acting head, became head of the department of Chemistry. After the establishment of the Graduate School in 1920 he became its acting head and continued in charge until his increasing duties required its relinquishment. In 1925 he was made dean of the College of Arts and Sciences which position he still holds.

Professor F. J. Sievers of the University of Wisconsin was made head of the department of Soils, a position which he was destined to fill efficiently for the next ten years. He has very recently become dean and director of the Massachusetts Agricultural College at Amherst, Massachusetts.

Miss Ivy Lewellen, who had been the efficient manager of the correspondence office since its opening in 1915, was on September 15, 1917, made secretary to the president, an office which she has ever since held with distinguished success.

On the departure of Professor Beach, Professor Cordell became acting head and later head of the department of Economic Science and History.

Dean Rhoda M. White, first dean of women, who had become a member of the college in 1911, continued in the same capacity after the reorganization until 1921, when her health being somewhat impaired she asked for, and received a leave

DEAN MIRIAM GERLACH

of absence. Miss Miriam Gerlach, M. A., was made acting dean of women. A year later Miss White resigned as dean of women and in 1923 Miss Gerlach was appointed to the deanship.

In 1924 Mrs. Annie M. Fertig, M. A., was elected dean of women and continues to serve in that capacity at this time.

DEAN ANNIE FERTIG
1925—

Professor Victor Burke, Ph. D., of Stanford, was placed in charge of Bacteriology in 1921. In 1925 bacteriology was made a separate department of the College of Sciences and Arts and Doctor Burke was made head of the department.

In 1919 E. C. Johnson was elected dean of the College of Agriculture and director of the agricultural experiment station. Dean Johnson, a graduate of the University of Minnesota, had had large experience in agricultural education in connection with his alma mater, the United States Department of Agriculture and the Kansas Agricultural College. He was primarily a plant pathologist but had had an unusually wide outlook over the field of agriculture. The entire field of instruction, research and experimentation in agriculture and all

the experiment stations except that at Puyallup, came under his supervision.

There have been changes in the School of Music and Fine Arts during the last period covered by this historical sketch, the most important fact being its constant growth in number and reputation. Professor William T. McDermitt who had been a member of the faculty since 1912, and in charge of the art work after the resignation of Oscar Jacobson in 1915, was made head of the department of Fine Arts at its establishment in 1922.

Miss Laverne Askin (Mrs. Herbert Kimbrough) became a member of the music faculty in 1922. Miss Alice Walden (Mrs. Rudolph Weaver) a concert pianist of great ability, assisted in piano from 1914 to 1923. Mr. and Mrs. Heber Nasmyth became members of this faculty in 1922, the former as a teacher of voice, and the latter as instructor in piano.

Professor Rudolph Weaver, architect and professor of Architecture, who entered the faculty in 1911 resigned in 1923 and was succeeded as head of that department by Professor Stanley A. Smith. It would be aside from the purpose of this sketch to give a catalogue of the large number of faculty members who have served the college and the state so well during this long period.

In 1919 the Alumni Association asked for the employment by the college of a half-time alumni secretary who should edit the Pow Wow (the alumni journal) and discharge other appropriate secretarial duties. The board acted favorably on this petition and authorized such appointment to

be made. At a somewhat later date, Harry M. Chambers, '13, was appointed alumni secretary. To this office were added the duties of graduate manager of athletics.

A normal course in physical education was at this time established. The establishment of a teacher training course for the promotion of a health and physical development program in educational institutions was in entire harmony with the policies long held by the State College.

The Death of Regent R. C. McCroskey

In April, 1922, the State College was called upon to suffer a great loss in the death of Regent R. C. McCroskey. Without making any invidious comparisons, I may say very sincerely that no lay citizen of the State of Washington has contributed so much to the development of the State College as has Mr. McCroskey.

R. C. McCroskey was a native of Tennessee where he was born on March 10, 1845. Before he was twenty years old he had served as a commissioned officer in the Confederate army, and due to the death of his superiors in the sanguinary battle of Franklin, he was ranking officer for a large body of troops in that battle.

When the war was over he settled in California in the Watsonville district devoting himself to farming and serving as county superintendent. He was one of the pioneer farmers of this state, locating in Garfield, Whitman County, and acquiring a large body of land and banking and other interests. As farmer and citizen he was always a leader in the community and the state. He served in the

State Senate in 1891 and 1893, contributing much to educational legislation and the adjustment of the freight rate problem.

He was appointed a regent in 1897. When his term expired in 1903 he continued to serve until 1905. He was appointed again in 1909, 1915 and 1921, serving in all, twenty years as regent. He frequently said, "Next to my family the State College is my chief interest in life." He lost his eyesight about five years before his death but continued his active career unremittingly. He endowed the R. C. McCroskey fellowship in the State College. For many years he was chairman of the building committee and served several times as president of the board. One of the buildings on the campus is named in his honor, R. C. McCroskey Hall.

Death of Regent A. D. Dunn

After the text of this history was in the hands of the printer came a profound shock to the college in the announcement that the president of the Board of Regents had lost his life as the result of an automobile accident.

Mr. Dunn was appointed regent of the college in 1917 to succeed J. C. Cunningham whose term expired at that time. It was the first and has thus far been the only recognition of the alumni on the Board of Regents. He was reappointed for six years in 1923 and his term would normally have expired in March, 1929. Regent Dunn served in the legislatures of 1923 and 1925 from Yakima County, in both sessions being a member of the important committee on rules. In 1923 he was the reputed leader of the farm bloc.

R. C. McCroskey
Regent 1897-1905, 1909-1922

REGENT A. D. DUNN

Mr. Dunn was born in Yakima County on the homestead of his father, Captain Robert Dunn, on May 31, 1879, and his home at the time of his death was on the same farm. He was one of the early graduates of the State College in agriculture, being a member of the class of 1902. In 1916 at the time of the inauguration of President Holland he was voted the honorary degree of Master of Science in Agriculture in recognition of his contribution to the livestock industry of the State as a successful breeder of Shorthorn cattle. He also engaged in the sheep industry and in alfalfa and fruit farming.

He married Miss Bonnie Davis, a student of the college. In agriculture and in politics Adam Duncan Dunn was a widely known and honored citizen of the state and his death is a serious loss to the state, the State College and the community in which he lived. He is the eighth member of the Board of Regents to die in office.

The Student Loan Fund

Reference was made in the early part of the history to the fact that the Student Loan Fund originated in a small balance of the contributions made to cover the losses incurred in the burning of the boys' dormitory in 1897. Some years later, J. L. Dumas, of Dayton, Washington, advanced to this fund $1000 for ten years without interest. Various classes from time to time added smaller or larger sums. The loans are made in limited amounts to students who otherwise would be compelled to leave college and it is expected under ordinary circumstances that the student will repay the loan during the following summer vacation.

In 1921 a campaign was put on to increase materially the student loan fund. In October of that year, Charles Allen, of Seattle, offered to add $1000 to the fund provided $10,000 should be raised. The faculty, citizens of the community and other friends contributed liberally and the amount was raised. Mr. Dumas, who in so many different directions has shown his ardent friendship for the college, converted his loan into a gift and added $500 to that. The fund is carefully administered that help should be given to those who show a disposition to help themselves. It has

been of great benefit in the past and, if increased as rapidly as the college grows, is destined to be extremely useful in the future. It now amounts to about $26,000.

The Graduate School

The first announcement relative to graduate work appeared in the sixth annual catalogue (1896-1897). The announcement was as follows: "No specific courses are offered for graduates. But the students desiring to take work leading to Master's degrees, M. S. (or other equivalent degrees, M. E., E. E. and C. E.) are invited to make application to the president." A year of residence, an examination and an acceptable thesis were required. In the following year two graduate students were in residence, Jessie E. Hungate, and Orin H. Stratton, and every year thereafter there have been enrolled candidates for the Master's degree.

In 1902 the first Master of Science degree was conferred on W. H. Lawrence. From year to year the number of graduate students, candidates for the Master's degree, has constantly increased and a well ordered program has been provided for their studies, examinations and theses.

In 1917 the Legislature formally recognized the function of the college relative to graduate work.

In 1922 the Graduate School of the State College was formally established in accordance with the law and Dr. C. C. Todd was made acting dean. Up to date seventy-eight advanced degrees or an average of seven a year have been granted. Pro-

vision has more recently been made for the admission of candidates to the Doctor's degree. At the present time, Dr. F. L. Pickett is chairman of the committee on the graduate school.

Ex-President Bryan Returns

In 1923 my duties as Commissioner of Education of the State of Idaho came to an end July 1. A short time after that President Holland invited me to become research professor of economics and economic history in the State College. The many years of our connection with the college during its establishment had endeared even the physical surroundings to Mrs. Bryan and myself. More attractive still was the fact that many of the old-time friends, both those connected with the college and citizens of the community in which we lived and worked were still residents of Pullman. The work itself was attractive. So the invitation was accepted and we again became members of the college and citizens of the community.

The Research Council

At the commencement meeting of the Board of Regents, in June, 1922, President Holland presented to the Board a plan supplementary to the reorganization begun in 1917, and a recommendation for the creation of a Research Council, an advisory body for research work other than that included in the agricultural experiment station. This was done in anticipation of the extension of the graduate work to include candidates for the Ph. D. degree. An extension of the year to eleven months and considerable increases of salary,

modification of schedules to afford adequate opportunity for research and the addition of members whose time should be devoted very largely to research problems were made a part of this program.

For example, Doctor Levine and Doctor Gelbach, whose time was to be devoted to a considerable extent to research, were under this plan added to the Department of Chemistry.

During the past two years large additions to the library and to the scientific equipment were also made as part of the program. In recent years a small number of earnest and promising candidates have, pursuant to this plan, been admitted to candidacy for the doctorate and are now on the campus with the hope of receiving the Ph. D. degree within the next year or two.

The original membership of the Council, appointed in 1922, by the President, was twelve and included: C. C. Todd, Victor Burke, H. J. Dana, A. A. Cleveland, F. L. Pickett, Carl Mauelshagen, A. R. Nottingham, A. A. Douglas, Harold St. John, O. P. Jenkins, L. O. Howard, and Hannah Aase.

The Research Council was later enlarged and at the time Board action was taken giving it legal sanction, there were eighteen active and twenty-five associate members. Valuable papers giving the results of specific investigations have from time to time been presented to the Council and many of these have been published in the leading scientific journals.

The College Senate

In 1921 on the report of a faculty committee consisting of C. A. Isaacs, chairman; E. C. Johnson, H. V. Carpenter, H. W. Cordell, and E. E. Wegner, the faculty adopted certain resolutions wherein it defined "The College Faculty," "The College Senate," the "Board of Deans" and the "Administrative Council," in so far as these may be constituent parts of "the faculty" referred to and provided for in the laws of the state. The definitions are as follows:

"The term 'College Faculty' shall be understood to include the president of the college, the vice president of the college, the deans, all members of the teaching staff, the director of the Agricultural Experiment Station, the director of the Engineering Experiment Station, all members of the experiment station staffs, the director of the Agricultural Extension Service, the director of General Extension, and all lecturers, demonstrators, and specialists in the Extension staff, the college librarian, the registrar, the dean of women and the auditor."

"The College Senate is composed of the president of the college, the deans, all members of the teaching staff above the rank of instructor, the director of the Agricultural Experiment Station, the director of the Engineering Experiment Station, the director of Agricultural Extension, the director of General College Extension, the general secrtary, the head of the Department of Elementary Science, the college librarian and the

dean of women." This body exercises legislative powers.

"The Board of Deans shall constitute an advisory board in all matters pertaining to courses of study and educational policy. They shall attempt to promote uniformity of administrative procedure, among the several schools and colleges. The Board of Deans shall have no powers of legislation but may make recommendations to the College Senate. The president of the college shall be ex-officio chairman of the Board of Deans."

"The Administrative Council shall consist of the president, vice president, the deans, the general secretary, the registrar, the auditor, the dean of women, the director of General Extension, the director of Agricultural Experiment Station, the director of Engineering Experiment Station, the head of the Department of Elementary Science, the head of the Department of Physical Education." It provided further that the administrative council should constitute an advisory board to the president on all extra curricular matters, but should have no legislative powers, although it might make recommendations to the Senate.

It was the purpose of these faculty resolutions to carry out in an effective way the reorganization which had been begun in 1917.

A Campaign to Secure Buildings

In 1924 an intensive campaign was put on throughout the state to enable the people of the state and members of the incoming legislature to see the nature and extent of our building needs and to be convinced of the unfair and unjust neglect of

the state in providing for them. The Chamber of Commerce of Pullman, then as ever, loyal in the highest degree to the college and mindful of her responsibility to the state for having entrusted the institution to the care of Pullman, through a committee of the chamber, invited many legislators to come to the campus and see for themselves the situation. Without an exception, the visitors, after a survey of the situation, said that the incomplete buildings should at once be completed and most of them declared their belief that an appropriation should at once be made for an adequate gymnasium and armory. The history of the two sessions is a part of the political history of the state which it is neither pleasant nor profitable to discuss.

Appropriations were made for the completion of the incomplete buildings and a small appropriation was made from the general fund to piece out what the fund, arising from tuitions, lacked of constructing the gymnasium and armory.

When the long deferred dairy manufactures building was finished it was named "David S. Troy Hall" in honor of Senator David S. Troy, of Jefferson County, who had served as regent from 1910 to 1916, at which time he lost his life in an automobile accident. Senator Troy was one of the state's most useful citizens and lawmakers, trusted by everyone and beloved by many. His service to the college as well as to the state was great. In naming this building in his honor, there was a just recognition of his great service to the dairy industry of the state in which for many years he had been engaged.

Above—DAVID S. TROY HALL, 1926
Below—NEW HALL FOR WOMEN, 1926

Renewal of the Mill Tax Law

More important than the provision for the long deferred buildings was the passage of the millage law for the higher educational institutions. Nothing can exceed in importance to the college this fundamental policy. This act provided for the levy of the millage for an indefinite period. It makes no provision for buildings, and appropriations for this purpose must be made to meet the needs of the growing institutions.

The mill tax law of 1925 provides that annually a levy shall be made upon the taxable property of the state for the support and maintenance of the college which shall yield a sum equal to .8746 mills on the then current valuation. That would yield $1,012,810.13 annually. With other sources of income, the resources for 1927 - 1928 amount to $1,516,964.

Building Provisions in 1925

As a result of the two sessions of the Legislature of 1925, an appropriation of $171,690 was made for the completion of the dairy manufactures building; $41,700 for the completion of James Wilson Hall, the agricultural building, and $69,-200 for the completion of the mechanic arts building. The Legislature of 1925 also appropriated $150,000 toward the construction of a gymnasium and armory for which the Board of Regents had been asking for many years. To this the board added some $300,000 accumulated from student tuition fees as fixed by law, making a total of $450,000 with which to construct the new gym-

nasium. It is located on the north side of Rogers Field and contains, besides the main floor and swimming pool, many rooms for physical education and offices for members of the physical education and military faculties. The building is under construction and will be completed in the spring of 1928.

While it was the purpose of this historical sketch to cover the period only to, and including 1925, it is proper to add that provision has since 1925 been made for the construction of a Home Economics building at a cost of some $235,000, partly from state appropriation and partly from the proceeds of student tuitions. This building will be built in the spring and summer of 1928.

John A. Finch Hospital

It is further proper to add that, through the indefatigable efforts of President E. O. Holland, provision has been made for the construction of an adequate hospital. As early as 1903 a small appropriation was obtained from the legislature and the old hospital was built. It was added to from time to time, and has been a wonderful help to the student population of the college for more than a quarter of a century. At all times it has been in charge of a graduate nurse and such additional nurses as from time to time were necessary and it has been maintained on a very efficient basis from small fees from the Associated Students. Long ago it was too small to meet the needs.

Recently the trustees of the estate of John A. Finch, of Spokane, deceased mining operator, pursuant to provision of the will, offered to give $40,-

000 toward the construction of an adequate hospital. A contract has been let to construct during the summer of 1928 a modern hospital at a cost of over $100,000, the balance of the cost over the gift to come from student fees.

In this period there have also been added to the campus numerous small tracts of land necessary to round out the campus and afford an adequate basis for the future buildings and work of the college. There is still pressing need for adequate buildings for the natural and physical sciences which the state should provide from the general fund at a very early date.

What a Third of a Century Has Brought Forth

Of five hundred and eighty universities and colleges listed in the United States for 1926, only two institutions organized as late as 1892 (the year the State College opened its doors) have a larger enrollment than the State College of Washington and they are in regions of dense, or relatively dense population. The total enrollment of the State College for 1925 was 3129 and for 1927, 3275.

Enrollment of students is only one measure of growth. Size and character of the faculty are quite as important. The increase in buildings and other facilities for instruction are likewise important. The annual income for maintenance and support in proportion to the student population is a vital matter. The size and character and annual support of the library are keynote factors in judg-

ing the status of an educational institution. The library of the State College today numbers more than 140,000 accessioned bound volumes and more than double that number of unbound volumes and pamphlets. It has a large and well organized staff, a liberal annual increase and an excellent fireproof library building. The annual income of the college for all purposes except buildings approaches the two million mark.

But, after all, the unseen things—the *imponderabilia*—are of greater importance than the things which can be seen and measured. The internal organization, the curricula, the quality of the faculty and student body, as well as their number, the scholarly ideals, using the word scholarly in its modern and not in its mediæval sense, are of greater importance than the things which can be counted and measured.

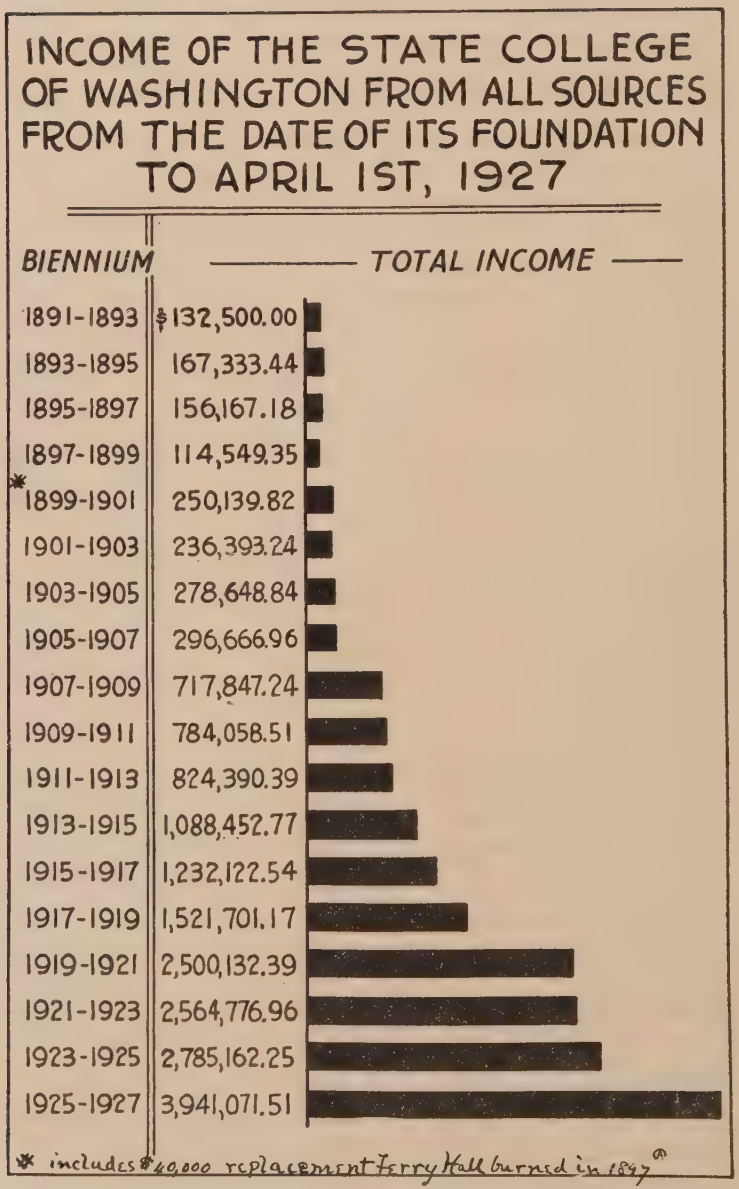
If the mind of the reader of this historical sketch will now revert to the picture of the little building with which Chapter I began, and the scene on that January morning in 1892, when a group of sixteen youth and a faculty of five met on that bleak prairie hilltop and compare that with what his eye may see today on the campus of the State College, he will begin to appreciate what a day may bring forth. On a nearby page of this book he may see a picture of a portion of the 1208 students who for the first time matriculated in the State College in the Fall of 1927—most of them Freshmen; or a glimpse at the miniature campus will help to visualize what the day has brought forth.

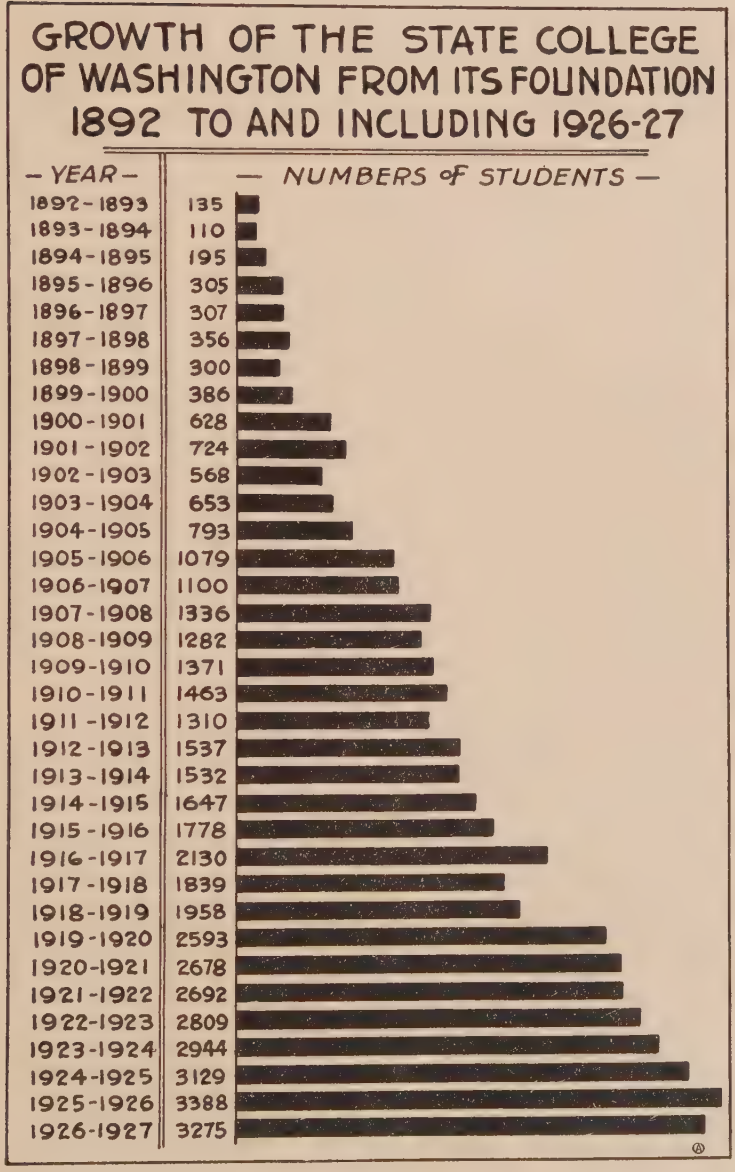
Washington has now over a million and a half

PART OF 1208 STUDENTS ENTERING IN SEPTEMBER, 1927

people, Oregon over a million, Idaho half a million. There are great cities commercially connected by sea and by land with the ends of the earth. In the state a hundred and fifty four-year high schools have been established for every one there was in 1892. A great and greatly diversified agricultural industry, vast resources in timber and water power and minerals under development; great cities; transcontinental railway lines to the east and oceanic lines to the west; these, in part, indicate the change. And here on the same hilltop a great university with its three-fold function of collegiate instruction, research and extension with nearly two million dollars a year for maintenance and support, and a multitude—over 3000—bright-eyed, ambitious young men and women aiming chiefly to fit themselves for the industrial pursuits of life, in contrast with the earlier aims of college students to fit themselves for the professional pursuits.

In accompanying plates you may see graphically represented the growth of the college, its annual income and, nearby, its growth in number of students. There is no adequate way in which to measure the result of its work. Measured in purely economic values it amounts to millions of dollars a year. If one were even able to compute the principal sum on which the annual revenues derived directly from specific work done by the college, as an income, the sums would seem to be entirely fabulous. But the sociological results of the work of the college far exceed its economic value. While there is scarcely a phase of industry which directly


INCOME OF THE STATE COLLEGE OF WASHINGTON FROM ALL SOURCES FROM THE DATE OF ITS FOUNDATION TO APRIL 1ST, 1927
BIENNIUM
TOTAL INCOME
1891-1893 $132,500.00
1893-1895 167,333.44
1895-1897 156,167.18
1897-1899 114,549.35
*1899-1901 250,139.82
1901-1903 236,393.24
1903-1905 278,648.84
1905-1907 296,666.96
1907-1909 717,847.24
1909-1911 784,058.51
1911-1913 824,390.39
1913-1915 1,088,452.77
1915-1917 1,232,122.54
1917-1919 1,521,701.17
1919-1921 2,500,132.39
1921-1923 2,564,776.96
1923-1925 2,785,162.25
1925-1927 3,941,071.51
* includes $40,000 replacement Terry Hall burned in 1899


GROWTH OF THE STATE COLLEGE OF WASHINGTON FROM ITS FOUNDATION 1892 TO AND INCLUDING 1926-27
— YEAR —
— NUMBERS of STUDENTS —
1892-1893 135
1893-1894 110
1894-1895 195
1895-1896 305
1896-1897 307
1897-1898 356
1898-1899 300
1899-1900 386
1900-1901 628
1901-1902 724
1902-1903 568
1903-1904 653
1904-1905 793
1905-1906 1079
1906-1907 1100
1907-1908 1336
1908-1909 1282
1909-1910 1371
1910-1911 1463
1911-1912 1310
1912-1913 1537
1913-1914 1532
1914-1915 1647
1915-1916 1778
1916-1917 2130
1917-1918 1839
1918-1919 1958
1919-1920 2593
1920-1921 2678
1921-1922 2692
1922-1923 2809
1923-1924 2944
1924-1925 3129
1925-1926 3388
1926-1927 3275

or indirectly has not been affected by the work of its students—in mining, manufactures, transportation, agriculture, forestry, fishing, business administration—in all their subdivisions—nevertheless, it must not be forgotten that these students are men and women whose thoughts and ambitions are affecting all those with whom they come into contact. The liberal education which has permeated every part of their scientific and technical progress, while in college, reaches into every phase of their lives as men and women. Has the labor and the sacrifices and the money expended to produce this been worth while? It has been worth while.

Compare the crib at the beginning of Chapter I with the miniature of the present campus. Such a comparison will merely help you to form a proper conception of the institution about which you have been reading.

On his inauguration as Chancellor of the University of Glasgow nearly a century ago, Lord Macaulay said substantially this, "Just four hundred years ago the University of Glasgow opened its doors to students. At that time the Eastern Empire, with its capitol at Constantinople, was yet standing. Columbus had not yet sailed westward over the Atlantic to find a new world. The great Elizabeth had not yet seen the golden age of literature with its Spencer, its Bacon, and its Shakespeare. King James' translation of the Bible had not yet been made. And yet Glasgow University is today but at the beginning of its great and useful career."

MINIATURE MODEL OF CAMPUS, 1928

Could we project the usefulness of the State College of Washington into the future even as far as the life of Glasgow University, we could not grasp its possibilities for usefulness. It is now on the western edge of the occident, but it is also at the entrance to the orient. Perhaps in 400 years it may be in the center of the world's activities.

Extra-Curricula Activities
(Written by Isobel Keeney)

Football

In the Fall of 1916 Coach Dietz greeted the largest football squad turnout in the history of the college and he set to work earnestly to turn out a second championship team for W. S. C. Bangs, all-Northwest half, was captain and many veterans were back. The first game of the season was lost to O. A. C. through over-confidence but the team staged a smashing comeback when it defeated the University of Montana. This victory was followed by defeats for Gonzaga and Idaho.

The 1917 team, again under Coach Dietz, began the season with a victory over Oregon. The team, according to critics, "never before displayed such finesse in concerted play." Bangs and Doane with Dick Hanley composed a "sterling trio" through which every game was turned to victory for the Crimson and the Gray. Bangs, Stites and Boone, along with Captain Zimmerman, were placed on the list of the 75 best college football players, Bangs ranking as the West's most valuable player. This year was a crowning one for W. S. C. For the fourth consecutive time Idaho went down to de-

feat before the Crimson and the Gray and for the first time in seven years W. S. C. met the University of Washington and defeated it 14-0. The season ended with the W. S. C. holding the championship of the Pacific Coast and the Northwest title as well as being ranked as champions of the far West.

The year following the declaration of war, 1918, there was no organized college football. Dick Hanley, letter man, captained the Pacific Coast Mare Island championship eleven of the United States Marine Corps football team in 1918.

With the Fall of 1919 a new coach, Gustavus Welch, former Carlisle player and coach who had captained the Carlisle team in 1913, instructed the W. S. C. football teams. Dick Hanley was captain and although there were only six letter men back for the year, Coach Welch developed a strong defense and speedy end runs in the W. S. C. eleven. They defeated the University of California in the first game of the year, displaying an interference which held the Golden Bears defenseless. Again the team downed Oregon, Idaho and Montana, but was defeated by the University of Washington 13-7 in the homecoming game. The season's end found W. S. C. second on the Northwest conference.

Thirteen letter men, Coach Welch, Assistant Coach Applequist, and Captain Hamilton formed the nucleus of the team of 1920. A strong defense and a good aerial system won from Gonzaga the first game of the season. Defeats followed for

Idaho and Montana, the criss-cross plays of Jenne and Moran featuring each game. With the defeat of O. A. C., the State College eleven won the Northwest championship but it lost the right to represent the West in the East-West game when it was outplayed by California.

In 1921 an excellent backfield composed of veterans like Cooke, Jenne, Hickey and McIvor began practice under Captain Dunlap. For the second consecutive year the Crimson and the Gray defeated the University of Washington and won all its games except two; one was a tie with the University of Oregon and the other was a defeat, 14-0, by California.

In 1922, although weak on defense, the team had a fairly good season. Ford Dunton captained the team. Hickey was placed on the all-star coast aggregation. At the close of the 1922 season Coach Welch resigned.

A new coach, A. A. Exendine, also one of Warner's famous Carlisle football men, followed the tactics of Welch and Dietz in 1923. The opening games found the team with excellent plays and "machinery" and defense. The outstanding game of the season was played with the University of California when W. S. C. held that wonderful southern team to a 9-0 score. Hickey, who was captain and star player, was placed on the all-star coast eleven. The team finished fifth in the Northwest conference games.

Although there were few letter men back for the 1925 season, Exendine developed a good offensive. Captain Slater, Koenig, Hansen and Meeker

showed good form. For the most part, the scoreboard showed the long end of the score on the opponents' side although W. S. C. tied Oregon and held O. A. C. 14-13.

Basketball

Beyond doubt the year, 1915-1916, was the most brilliant one in the history of State College athletics. Starting with the famous football team that defeated Brown University in the Pasadena stadium, the college turned out four other championship teams in the Northwest sports world, the Northwest championship in base ball, basketball and swimming and the Inland Empire championship in tennis.

Before the flush of the victorious football season had died away Coach Bohler started his basketball men off with Moss as leader and captain. Their first victory over O. A. C. showed promise of brilliant teamwork and before the end of the season continued victories spelled disaster for the other conference fives. Following victories over Whitman, Gonzaga and Idaho, W. S. C. led as Coast Conference champion, losing but one game during the entire season.

The next year with Sorenson, Moss, Price, Glover and Bohler back for the season, the W. S. C. quintet displayed excellent form and defeated the University of Washington, Whitman and Idaho. In a series of four games with California the Crimson and Gray team outclassed the Bears and won the Pacific Coast as well as the Northwest Conference championship. In 1918 the only man left

CHAMPIONSHIP BASKET BALL TEAM, 1916-17

STARTING THE 220

from the two-year championship aggregation was Sorenson and he captained the team to second place in the Northwest games, defeating Idaho and Whitman and breaking even with Montana. Sorenson was placed on the mythical all-star basketball team of the Pacific coast.

Although W. S. C. took five out of six conference games in 1919 and showed good teamwork, little interest was taken in the sport because of the effects of the war. In 1920 six letter men, headed by Copeland, started the basketball season by defeating Idaho and breaking even with Stanford. W. S. C. had at the end of the season taken fourth place in the Northwest conference games and third place in the Pacific Coast championship series. The 1921 games netted the W. S. C. five, an even break with O. A. C., the University of Washington and Idaho. The following season the Cougar five scored only one victory which was won from the University of Washington. The team of 1923 started the season under Captain Sorenson with a 21-0 victory over Oregon and finished third in the Northwest conference after administering defeats to O. A. C., Gonzaga and Willamette. Good pass work and excellent pre-season form characterized the team of 1924 under Captain Schroder. The team defeated Montana and Gonzaga and ended the season fourth in the Northwest series. Coach Bohler developed a "five-man unit" in the team of 1925, captained by "Red" Reese. The W. S. C. men won five out of seven conference games during the year.

Baseball

During the last period, 1915-1925, many excellent baseball teams were developed in the Northwest championship series. All but six games in 1917 were cancelled and these W. S. C. took, defeating Montana and Idaho in two three-series games. The team of 1918, coached by Casad, defeated Idaho in a four-game series and downed Montana in two series. The end of the season found the Crimson and Gray nine undefeated and holding the Northwest championship.

Captain Dave Kuehl, in the absence of a coach, acted in that capacity for the 1919 season. Whitman and Idaho were defeated but this year the team lost to the University of Washington and Montana, placing third in the Northwest series. The year following was not so successful. The team was uncertain and the games played were in most instances losses, although Whitman was defeated by the W. S. C. nine. In 1921 the team under Coach Barber carried through a winning season, losing no games and attaining the Northwest championship pennant. Airtight pitching by Friel and Skadan had real support from the bases and the teamwork was worthy of mention. With Friel again pitching, the 1922 team downed Oregon, Idaho and Whitman. The end of the year found W. S. C. second in the Northwest championship games.

Stanley Bray captained the 1923 nine. O. A. C. and Gonzaga were defeated in a series of games as were Montana and Whitman. W. S. C. again ranked second in the Northwest series at the close

of the baseball year. Defeating Gonzaga and O. A. C. and splitting two games with the University of Washington, the State College played for the Northwest championship in a crucial game with Idaho and carried away the 1924 pennant when Beneke saved the day with a two-bagger to left field. Captain Clarke led the team in its victorious season of 1924.

In 1925 Captain Cooke led the Crimson and Gray diamond players who provided one of the greatest surprises in the Northwest sports world during the year. By the end of the season the team had defeated Idaho, Gonzaga, Whitman and O. A. C., playing at all times excellent ball and winning every game of the season but one.

Track

Track continued to hold its place as a major sport at W. S. C. and this period brought many record breakers to the foreground. McCroskey captained the 1916 track team to fourth place in the Pacific Northwest conference track meet. "Jit" Smith, star in the two-mile, crossed the tape first in every race he entered during the season, and McCroskey, Schactler and Woodruff earned numerous points for W. S. C. In 1917 the weather handicapped track practice and later in the season the sport was discontinued because of the war. Nineteen hundred eighteen (another period of irregular practice) was characterized by one meet with Idaho. W. S. C. won first place by winning the relay and the few other conference teams entered for the season withdrew, conceding the championship to W. S. C.

The Spring of 1919 found a strong team under Captain Clem Phillips organized and ready to meet the conference teams of the Pacific Northwest with several high point men such as Smith, who held the record for the Northwest in the two-mile, and Eldon Jenne, who had raised the pole vault record at W. S. C. to 11 feet, 8 inches. In the crucial conference meet W. S. C. nosed out Idaho by winning the relay race, but the decision was later reversed as the W. S. C. runner in the last event had dropped the baton, thus making W. S. C. ineligible for placing in that event.

Nineteen hundred twenty was a famous year for W. S. C. cinder men. At the first meet in Seattle Captain "Jit" Smith took the two-mile race and Eldon Jenne equalled the Northwest record in the pole vault with a jump of 12 feet. In the same meet Hamilton established a new record of 130 feet, 4 inches in the discus throw. The following week in the Idaho-W. S. C. meet, Jenne broke the Northwest pole vault record and neared the world record with the famous jump of 13 feet, 5/8ths inch. "Jit" broke the Coast conference record when he was sent to Palo Alto where W. S. C. took fourth place.

ELDON JENNE

In the summer of 1920, Eldon Jenne with his record of 13 feet, 5/8ths inch, was sent to the Olympics at Antwerp. In the same summer, Mr. Bohler was appointed on the Olympic meet

board, the first man in the West to be named for such a position. Both Jenne and Smith accompanied Bohler who ranked as one of the best coaches on the Pacific coast. In the Spring of 1921 Captain Eldon Jenne went to Philadelphia for the world event series where he placed third in the pole vault. At home the team finished second in the Northwest series, Jenne ranking as high point man. Nineteen hundred twenty-two was not an outstanding year for W. S. C. track fans. W. S. C. took part in three dual meets, winning one and losing the other two and ranking fifth in the Northwest conference meet. The following year, 1923, was also mediocre. W. S. C. finished sixth in the conference meet and defeated Idaho and O. A. C. in dual meets. Love, Leslie and McCarty showed up well in the shot put, mile and 100-yard and 220-yard dashes, respectively.

The track team placed fifth in the conference meet of 1924, although previously they had defeated Idaho, Montana, Gonzaga and Oregon. Durrwachter in the shot-put and discus, Leslie in the mile, Dunlap in the two-mile and Myers in the 880 won consistently for W. S. C. In 1925 Captain Jacobs led an excellent team to fifth place in the Northwest series. Defeats were administered to Idaho and Gonzaga, and Durrwachter was high point man in the University of Washington carnival meet. In the University of Washington-W. S. C. meet John Divine smashed the coast two-mile record by ten seconds, making it in 9:36.9. Jacobs, Divine, Durrwachter and Leslie were consistent point winners for the W. S. C. tracksters in 1925.

Other Activities

In 1916 the tennis team under Captain Melrose won the Inland Empire championship and again in 1920 and 1921 the tennis seasons ended with victory for W. S. C. In 18 matches during the year of 1921 the team, composed of Cable, Webber, Heald, Burke and Davidson, took every game.

Wrestling and boxing were minor sports in the athletic world at W. S. C. Although there were excellent teams that ranked second and third in competitive meets, the sports did not grow in popularity.

Only intramural and interclass competition was held among the women in sports. Great enthusiasm was exhibited for basketball, indoor baseball and outdoor sports such as tennis and field ball. In 1916 W. A. A. was organized and women won points for sport and team competition.

Oratory and Debate

This activity lost much of its interest for students during the period. Women's debate became more general and the two teams, women's and men's, held a series of debates with other colleges, usually breaking even in the season's contests. In 1918 the men were defeated by Idaho but won the decision the following year. In 1924 the men's team defeated the University of Washington and won the decision from every other team they met in competition during that season. Intramural group debating was organized in 1922 and 1923 and in these pre-season meets interest was aroused for debate tryouts which were held at the close of

the intramural season. Declamation contests were held with Whitman and Idaho. The teams of W. S. C. following the year 1923, took debate tours of several days during which they met and competed with colleges in Washington, Oregon and Idaho.

Dramatics still continued to gain in popularity, although the many literary societies which gave plays in former years, gradually disappeared and were recognized under such groups as Quill club, Mask and Dagger, Eurodelphian Literary Society (formerly Columbian) and writers' clubs, tending toward journalistic achievements judged by work on the college publications. An average of six or eight plays were given during the year, one by the Senior class, one by Mask and Dagger and the others by the Dramatic department of the college.

Music-Glee Clubs

By 1916 the Men's Glee club was making its nineteenth tour of the state. It still met with success and approval and each year a carefully organized group was sent out to represent W. S. C.

In 1922 when the men were on their twenty-fifth tour, Mrs. Herbert Kimbrough (LaVerne Askin) organized a women's glee club. The group made an eleven-day tour of Washington from which it returned triumphant, meeting with success undreamed of by its members. In 1923 both men's and women's groups made two-week tours and included some fifteen towns and cities in the state in their itineraries.

Publications

The Evergreen by this period had become a six-column weekly, with a fully organized business and editorial staff. In 1920 the publication was edited twice a week and in 1922 the paper was changed to a tri-weekly edition with twice increased circulation and news value.

In February, 1920, a new publication, The Glebe, made its appearance on the campus as a monthly magazine of campus events. The need for a more humorous publication was felt and The Glebe was changed to the "Cougar's Paw" humor magazine, edited four times yearly. The Chinook continued in the hands of the Junior class and increased its size and number of pages during this period.

General Activities

In 1923 Mortar Board was installed, thus adding another to the honorary groups on the campus. As early as 1913 this had organized as a local group under the title of Gamma Tau to recognize and honor women who had attained high scholarship, activity and popularity. Ten years later it obtained the national charter of Mortar Board.

In 1921 was held the first Women's day. The program included women's athletic contests sponsored by W. A. A. and the crowning of the May Queen on Rogers' Field, the May fete having been merged into this event. Another activity of women was inaugurated in the fall of 1920 when the 1st Western Conference of Collegiate Women ever held in the West was held at the State College.

Over fifty delegates from western coast states attended the three-day conference.

By this period Homecoming had become a gala week-end for W. S. C. In 1922 the first house and group signs made their appearance and the two-day welcome to almuni consisted of glee club programs, special Homecoming dances, banquets and other entertainment, including the Homecoming football game always held on Rogers' Field, Homecoming day.

December 22, 1922, the college radio station opened under the official title of KFAE with a regular program once a week. In 1926 it was changed to KWSC and programs were arranged for three days in the week, made up for the most part of college talent.

VI

THE EXPERIMENT STATION

Provisions For Research

JAMES WILSON, Sec. of Agriculture 1897-1913

Notwithstanding the disturbance of the public mind by the Civil war at the time of the passage of the Morrill Act in 1862 and the years of war and reconstruction following its passage, colleges and universities were soon established, or existing institutions were modified so as to comply with the provisions of the act. It was necessary for an existing institution to modify its program and curricula so as to make its leading object instruction in the subjects related to agriculture and the mechanic arts and the education of the industrial classes for the several pursuits and professions of life. Only eight institutions founded before the passage of the Morrill Act accepted its provisions and became the beneficiaries of that act. Two of these were southern institutions which easily and gladly accepted reorganization. The Universities of Minnesota, Wisconsin and Missouri early became wholly typical of the new ideal. The University of Vermont, Morrill's own state, accepted the provision of the Act. Colleges were eager enough to get the money but did not care to change their "leading object." They were not en-

DIRECTORS EXPERIMENT STATION

E. C. JOHNSON
1919 to Date

GEORGE LILLEY
1891-1892

ENOCH A. BRYAN
1893-1916

R. W. THATCHER
1907-1913

IRA D. CARDIFF
1913-1917

titled to its benefits, however, and are not now entitled to them, unless the leading object conforms to the provision of the law in serving the industrial classes rather than the professional classes.

The establishment and maintenance of a department of agriculture within the institution is not sufficient. The "departments" or "colleges" of agriculture within the several land grant colleges or universities are not in themselves a fulfillment of the conditions laid down in the law, popular opinion to the contrary, notwithstanding.

At first, by one pretense or another, funds were diverted to the use of departments which were remote from, or antagonistic in their administration to the spirit and purpose of the Morrill Act. Lack of academic agencies for carrying out the purposes of the Act was a serious difficulty. This was especially true in agriculture. There was no agricultural science. Agriculture from the garden of Eden down had been wholly empirical. There was, of course, always the possibility of a *science* of agriculture, but it was not yet a reality. As for the branches related to agricultural science the scientists had not yet discovered the relationship. The academic form, the technique, the facilities and the instrumentalities for doing the work were lacking.

This was not so true in the mechanic arts, and hence for the first twenty-five years notable advance was made in the mechanic arts.

The great period of the railway and allied construction following the Civil war strengthened this phase of the new system and hundreds of youths eagerly embraced the opportunities for

higher education along other than classical lines. For failure to get satisfactory results along lines related to agriculture the colleges were blamed and bitterly denounced. Some of them, yielding to criticism, lowered their standards far below college grade, and substituted empirical formulæ for scientific methods. Criticized for not turning out farmers, they were further charged with keeping their students ignorant enough so that they would be compelled to farm. The colleges were not wholly to blame for the slow progress of this quarter of the century. They now discovered that there must be developed a body of research workers; there must be accumulated scientific knowledge in its relation to agriculture; and devised methods of adapting the primary sciences to agriculture and to the problems of the agricultural classes.

The situation led to the establishment of the experiment stations. Without these, the agricultural departments would have continued to be a farce.

The Hatch Act

The "Hatch Act" was passed by Congress on March 2, 1887, two years before the establishment of the agricultural department and the appointment of a secretary of agriculture. The act was framed in answer to the urgent need of a proper scientific basis for a scientific agriculture.

Its purpose was declared to be the "*acquiring* and *diffusing* among the people of the United States useful and practical information on subjects concerned with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science."

The experiment stations were to be under the direct control of the college or departments of colleges in each state, "established, or which may hereafter be established, in accordance with the provision of the Act of 1862." Section 2 provided "That it shall be the object and duty of said experiment stations to conduct original researches and experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effect on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches and experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective states or territories."

Provision was made for large publicity of the results through bulletins and other printed matter. The sum of $15,000 a year was appropriated out of moneys in the treasury proceeding from the sale of public lands, to be paid quarterly, for the con-

ducting of investigations and the printing and distributing of the results. In 1900 by the passage of the "Adams Act" this appropriation was increased to $30,000 annually. In February, 1927, the "Purnell Act" was passed appropriating $40,000 for the current fiscal year and increased by $10,000 each year until the annual sum of $60,000 per year shall be reached for the expenses of conducting investigations or making experiments bearing directly on the production, manufacture, preparation, distribution and marketing of agricultural products, including such scientific researches as have for their purpose the establishment and maintenance of a permanent and efficient agricultural industry, and such economic and sociological investigations as have for their purpose the development and improvement of the rural home and the rural life."

It will thus be seen that this phase of the work involves more particularly the economic and sociological sides of agriculture. The several states and institutions supplemented, and in many cases, far surpassed the federal government in making provisions for this work.

Opening the Experiment Station

When on May 1, 1891, George Lilley was elected president of the college, he at the same time was made director of the experiment station. In the following December, J. O'B. Scobey was elected agriculturalist, E. R. Lake, horticulturist and botanist, Charles E. Munn, veterinarian, and George G. Hitchcock, chemist. The experiment

station was by law under the direction and control of the board of regents of the college.

The farm donated to the state for the uses of the college was formally placed in the hands of the board of regents, May 22, 1891, and was by it set apart for purposes of instruction in agriculture and for the experimental work of the experiment station. A program of experimental work covering the fields of the respective members was approved by the director and begun by the staff.

In the spring of 1892, the first installment of the Hatch fund having been received, a tract of four and a half acres was purchased for a reservoir site at $400 per acre. A central site for the reservoir, the farm barn and farm houses were all paid for out of the Hatch fund with the approval of the federal departments. Experimental work was conducted throughout the summer, one exhibit of which may be seen in the picture of the cabbage patch in this volume. In January the first farmer's institute was held at Colton, it being assumed that extension work, as it is now called, was a proper function of the agricultural teacher and experimentalist. At this meeting Director Lilley set forth the purposes of the college and experiment station. Professor Scobey discussed the dairy industry in the state, Professor Lake spoke on the forest tree plantation for the treeless belt of eastern Washington and Dr. Munn talked about animal diseases. Sixty were present, mostly farmers of the vicinity. The report of this meeting constituted bulletin 2 of the experiment station. Bulle-

tin 1 had been devoted to a description of the laws establishing the station and describing its foundation. Bulletin 3 described in a similar way the farmers institute at Garfield, February 20, at which 135 were present and where the same kind of program was carried out. A like institute was held in Pomeroy in May with over one hundred present. This is described in bulletin number 5. Popular horticulture information was set forth in bulletin 5 and 6.

In January, 1893, Professor C. V. Piper was elected to the college and station staff, his functions at the outset not being very clearly defined. Professor Piper had a scientific mind of a very high type and already, although only a young man, was committed to a career in the field of science in which, through a long period in the United States Department of Agriculture, he distinguished himself and rendered important services to his country, as I have pointed out elsewhere in this history.

But two bulletins were published by the station in 1893, both by Piper, and in both cases the result of studies made by him prior to his appointment. Both bulletins were informational in type but they were much more than that. The disposition of later workers has too often been overcritical of the earlier work of the stations. The early bulletins have not only their historical explanation but their historical justification.

Mr. Lake began several things during his first year but his best contributions to the experiment station, I think, were the planting of nursery rows of a wide range of forest seedlings and the founda-

tion planting of an experimental apple orchard east of the barn. These nurseries were the basis of the later forest work on the campus and the orchard was very useful for the next ten or fifteen years.

Dr. Heston who succeeded Mr. Lilley on January 1, 1893, likewise was both president and director. Nothing of importance was done by the experiment station in the four months that he was president of the college.

Reorganization in 1893

I was elected president of the college and director of the experiment station on July 22, 1893, to begin work September 1st. The staff then had, in addition to the director, E. R. Lake, agriculturalist and horticulturalist; Chas. V. Piper, botanist and entomologist, and Elton Fulmer, chemist. Under approval already given by Director Heston and the board of control, Professor Fulmer had begun station work about July 1 along two lines—soils and sugar beets. Professor Fulmer, in addition to an excellent training and considerable experience as a chemist and teacher of chemistry, had gone through at least two sugar beet campaigns with the Grand Island factory in Nebraska and was unusually well prepared scientifically and practically for that piece of work.

Harvey Wiley, who at that time was chemist of the U. S. Department of Agriculture, had studied the sugar beet problem in Europe and had written much concerning it. Unfortunately, he had made some rather unscientific deductions. He concluded that whereas the sugar beet found in Europe was

within a certain range of annual rainfall and temperature, the same thing would be true in this country and on this supposition he had mapped out several areas of probable sugar beet regions. These conclusions had to be combatted with actual facts in the case. The first bulletin prepared by Professor Fulmer was No. 9, a preliminary bulletin laying the foundation for a widespread experimental campaign, giving the necessary historical and statistical information relative to the sugar beet industry, and paving the way for cooperation in the experiment.

The widespread interest throughout the United States in the establishment of the industry had led the legislature of the state of Washington to offer a bounty to growers and manufacturers as an inducement to participation in the production of beets and the manufacture of sugar. This bounty was to equal one cent a pound—half to the growers and half to the manufacturer. It was our problem, therefore, to answer the question, "Are the soil and climate of Washington and the economic conditions of the region adapted to production and manufacture of sugar from sugar beets?"

In the spring of 1894 John A. Balmer was added to the station staff as horticulturist and W. J. Spillman as agriculturist, Lake having resigned. Clarence C. Fletcher was also added as assistant chemist. His entire time was devoted to station work, especially to sugar beet analysis.

Bulletin No. 12 was prepared by J. A. Balmer on forest tree plantation giving the results of the previous season's plantation of forest seedlings.

There had been 10,000 seedlings planted. Would these survive without irrigation under our condition of rainfall with the long dry season? Would they stand the winter climate? What would be their rapidity of growth? What evidences of adaptability to this treeless region would be shown, or what lack of adaptability? Simple questions all, but highly important from many angles. It was the business of the station to find out.

There was a curious illustration of how difficult it is for the layman, particularly the lay politician, to pass upon experimental problems. When the manuscript was submitted to the state printing board, composed of the governor and others, it was rejected as not being worth while to waste public money on that sort of thing. We found money otherwise to print the bulletin.

The transplantation of forest trees to the herbarium which included the campus began early and was continued for years. It was early determined that tillage was the *sine qua non* in the survival and growth of forest trees in those parts of eastern Washington where irrigation is lacking.

Professor Balmer, taking the apple orchard planting done by Professor Lake as a basis, began an extensive apple tree plantation— largely a varietal experiment—though that meant much more than a mere comparison of the fruit of different varieties. Varietal testing, popular in all the experiment stations during the first few years, fell into disrepute as being a low grade type of experimental work. But it has an historical justification,

particularly under such conditions as those under which we were placed.

We were in latitude 47½ N. and in altitude 2600 feet above sea level and in a region of wet and dry seasons with a limited total precipitation. No one knew what could be done. It was long after settlers came when by chance they stumbled upon the fact that wheat would grow on the bunch grass land of the hilltops. Fruit grew well on the rivers where the altitudes were low and in valleys where irrigation was used. What fruits were adapted to the highlands? Many early settlers believed that no apples would mature except the crab. I knew one farmer who had seventeen trees of the transcendant crab and no other varieties. Old favorites, New England or New York varieties, were planted here and there, but few of them proved to have any commercial value.

What were the habits of growth, of bearing, of keeping, of enduring the cold of the several varieties under the new and unknown conditions? Professor Balmer had on trial over six hundred varieties of apples among which were many Russian varieties, for we were far north, and it was supposed hardy varieties would be required. The orchard was said to be the largest varietal experimental orchard in any experiment station except that at the Geneva station in New York. It served its day and it, and the things that went with it, served an excellent purpose and helped to lay the foundation of the great apple industry of this state, which seventeen years later took the first place in the nation in apple production.

A similar line of studies in garden vegetables and small fruits for similar reasons brought about similar results.

Professor W. J. Spillman, agriculturist, faced a like situation—frontier conditions, pioneer settlers from many states, no accepted tenets as to crops, cultural methods, marketing problems and the like. The Hatch Act had emphasized crop rotation as a mandatory provision. Eastern Washington was a one-crop region and the annual draft on the soil was upon the same elements. Crop rotation should be one line of research, surely. Professor Spillman soon had the whole farm into one great rotation experiment, based on the accepted practice of humid regions. Disappointment followed. The quantity of precipitation, its distribution, and the soil conditions made the well accepted methods of humid regions inapplicable to this new state. It must be a "cut and try" method. Some few simple lines were undertaken at first. These included studies of grasses and forage plants, the cereals, and feeding experiments with the cereal and root crops which were most abundant.

Eastern Washington had been covered originally with bunch grass, or more properly, the bunch grasses, for there were several of them. The lands where there were eighteen inches or more of annual precipitation had been largely plowed up and were being cropped to wheat. On the drier lands the bunch grass was thinner and had been eaten out by great bands of cayuse horses and herds of cattle and flocks of sheep. If mixed farming were to prevail in the higher regions where rainfall

was greater, pastures would be necessary and now there were none. If the fertility of the soil was to be maintained legumes must be grown and an animal husbandry must be maintained. Alfalfa was grown in the state under irrigation and clover scarcely at all. What was the formula to be pursued in the production of alfalfa and clover on unirrigated lands? "Dry land alfalfa" had scarcely been mentioned. It was three or four years later that the United States Department of Agriculture obtained considerable quantities of "Turkestan alfalfa" in the distribution of which the State College experiment station received 50 pounds of seed. One man living in the community, E. W. Downen, had produced some "dry land alfalfa" on his farm on the hills above Wawawai. We found no other evidence that it could be produced except under irrigation. In the spring of 1894, Professor Spillman seeded nine acres on the hillside south of the barns with ordinary alfalfa seed, got a good stand, and for almost ten years following had good crops of alfalfa. There was nothing to be done but prepare and sow and harvest. A little later the "Turkestan alfalfa" was tried out with similar results. There was no artificial inoculation practiced at that time, however profitable it might have been.

Not so with red clover. The first trials of red clover were made with nurse crops and were failures. About that time there were hints in station literature of the success in Holland and elsewhere in Europe from inoculation of newly sown clover fields with soils from old clover fields supposed to

be thoroughly inoculated. Professor Spillman obtained two bagfuls of soil from an old clover field belonging to a Mr. Alvord, pioneer farmer near Kent, sowed the seed in rows, thus inoculating certain rows with the soil and leaving the others uninoculated. A few months later the roots of the clover plants in inoculated rows were covered with a multitude of tiny nodules and many fibrous rootlets, while those in the other rows were smooth. Bulletin 41 on Page 12 gives a beautiful picture of the plants under the different conditions. This was good progress in a period when scarcely anything was known on the subject. It was demonstrated that red clover should be grown without a nurse crop. But it was almost ten years later that the formula was worked out fully for the production of red clover as a regular and reliable crop to be grown in Pullman soils in rotation. It is interesting to note that as a result of the sweet clover experiments, it was not at that time recommended. Much later investigation changed this recommendation.

The grasses were more disappointing. Extensive grass gardens were maintained on the land which lies south from the present dairy barn and on the valley which is now the west end of Rogers Field. (See illustration, opp. p. 200.) Many farmers were enlisted in the cooperative experiment with the grasses. The list included grasses and forage crops for the arid regions and mountain areas and the humid conditions of western Washington, as well as grasses for the typical soils of the Pullman area. The experiments were conducted throughout

all the years in which Professor Spillman was a member of the staff and until long after he had left us. Professor C. V. Piper was in cooperation with Spillman in this work, and Mr. A. B. Leckenby was used extensively in the study of forage plants for arid lands and for the collection of seeds of plants which might be used for that purpose. John Storrs Cotton, afterwards with the United States Department of Agriculture, worked on both desert and high mountain forage plants.

The arid and mountain regions were of particular interest to the range men and to the railways. The Northern Pacific had millions of acres of land which had been eaten out. Unclaimed horses by the thousands roamed over arid and semi-arid regions leaving the ground bare and constantly degenerating. The horses were not only valueless but a menace. When I asked the price of such horses, I was answered, "Two dollars apiece or fifteen dollars a dozen," but in fact, they had no price. Thousands were slaughtered and canned and sold in Europe as corned beef.

It was soon pointed out that the best remedy for the eaten-out ranges was barbed wire. On the open range it was everybody's business to get as much of it as he could. If it were enclosed it would be to some one's advantage to conserve it. If barbed wire fences were used in abundance the range would rehabilitate itself. About this time, pursuant to this line of reasoning, the famous suit of the Northern Pacific Railway against the sheep men was instituted. The writ required them to show cause why they should not be permanently

enjoined from herding sheep on the Northern Pacific lands, or in any way trespassing thereupon. This, if put into execution, would stop range pasturing of sheep in a vast region, for the Northern Pacific owned each odd numbered section which was checkerboarded with the public lands and a flock would be confined to a single section. This led the sheep men to lease vast areas at a low rent.

The horse and cattle range men followed the sheep men with like leases. Soon that statesmanlike policy of the Northern Pacific was adopted by which the dry lands were sold for a trifle per acre on long time, and it became to the interests of the new owners to conserve the grasses and forage plants and not over-graze them.

In 1902 Spillman was called to the United States Department of Agriculture as agronomist and in 1903 he was followed by Piper to the same position. Not much shows in published bulletins of the work of these two men and their assistants on the grasses and forage crop studies made under the auspices of these men in the Northwest, but the work had a profound and far-reaching effect. Spillman, called unexpectedly to the United States Department of Agriculture, had no time to cast his final data into bulletin form, though he expected to do so later—an expectation in which he and the public were disappointed. Piper through many years carried on his important work in this botanical and agricultural field.

I cannot here recite the beginning and progress of the cereal investigation begun by Spillman, nor can I tell the interesting story of the hybridizing

experiments and their results. For thirty years now they have been in progress and are still continuing under Dr. E. F. Gaines, one of our graduates. Probably more than fifty million bushels of hybrid wheats which were originated at this station are produced annually in the Pacific Northwest. This work began in the study of existing varieties of wheat many of which, both spring and fall wheats, were under study in the experimental plots. The object was a good milling wheat with stiff straw (for the harvests were long) that would not shatter and would be a good yielder. The interruption of Spillman's work in this also prevented his preparation and publication of results to the day of his departure.

During the years prior to 1899 Professod Piper, a tremendous worker, was dividing his time between the botanical and entomological phases of his work. In the latter he had the help of R. W. Doane, who for more than a quarter of a century since has been a professor at Stanford, and of Eldred Jenne, a student. Bulletins 7, 17, 27, 35 and 36 by Piper, or Piper and Doane, are along entomological lines, and 8, 34 and 37 along botanical lines. It was during this period, 1893 to 1899 that the famous codling moth experiments under the direction of Piper were going forward, Eldred Jenne being the principal experimenter in the field. Those experiments in the '90s have meant millions of dollars to the state. They are still in progress, but at that time the foundation stones were being laid.

While it was a departure from purely agricul-

tural investigation, it was in that period that the college was called upon by the state fish commissioner to aid that department with scientific research in the fish and oyster industries. The work began under Piper with Doane and Stanley Piper as the experimenters in the field. The propagation of the eastern oyster in western waters was one of the most interesting and important problems attacked. It was in the same period that Piper's orchard pest studies led to the elimination of salt from the sulpher-salt-lime formula for the San Jose scale, thus saving 25 per cent of the cost of that spray. The Russian thistle was just being introduced into the Pacific Northwest. The study of its destruction and the attempt to check its spread belongs to the same period.

Doctor Nelson and Professor Piper were making life studies of the ground squirrel—studies which preceded Doctor Shaw's later extensive and thorough studies. Dr. A. B. Kibbie, bacteriologist of Seattle, was added to the staff in the attempt to discover the bacterium which had attacked, and later carried off myriads of the pests. The results both scientific and practical were important, the disease being propagated extensively among the Columbian ground squirrels.

Professor Fulmer and his assistant, C. C. Fletcher, prosecuted assiduously the Washington soils and analyses and investigations, Bulletins 13, 23 and 31 in part giving the results of these studies. The sugar beet campaign continued with unabated vigor, Bulletins 9, 11 and 26 setting forth, in part, the results. The showing of sugar in

the juice of the beets raised under our conditions of soil, climate and water was very encouraging. In many cases the tonnage was high, even on the enlarged experimental plots. A direct result of these investigations was the establishment of the Waverly sugar beet factory. In the course of years the difficulties of the labor problems and the low tonnage of beets in years when rainfall was short, led to the abandonment of the project and the removal of the factory. It was during this period that the first pure food law of the state, the text of which was submitted by Professor Fulmer, was enacted by the legislature and certain police duties were added to his functions in connection with this act and the fertilizer law.

C. C. Fletcher, who had been added as assistant chemist in 1894, was succeeded by W. H. Heilman in 1896. The same year Dr. S. B. Nelson was appointed veterinarian, and R. W. Doane as assistant zoologist. In 1899 and 1900 Professor E. E. Elliott was added to the staff as assistant agriculturist and Dr. A. Kolling as assistant veterinarian. Professor Elliott took an active part in the wheat hybridizing experiments.

The veterinarian had in hand a most interesting and extensive experiment for several years in the study of tuberculosis in cattle. With a herd of fifteen head of pure bred Jerseys, all tubercular, set apart and quarantined for this particular purpose, the study was a most interesting and profitable one. It is unfortunate that circumstances prevented the giving to the public in bulletin form the details of this interesting and protracted experiment

made at a time when we were not as far along with the tuberculosis problem as we are at present. There was produced out of that herd, all tubercular, some in very advanced stages, mature cows free from the disease, cows that led normal lives entirely free from it. Large numbers of post mortems were made under varying conditions which threw much light on the subject and demonstrated without peradventure the easy transmission of the disease and the further fact that the disease is not hereditary.

Among the fertilizer studies, an experiment in the fish scrap fertilizer by W. H. Heilman was both interesting and profitable to the great fish industry in this state, and also to the sound country agriculture. The soil studies merged into some specialization on the alkali soils of the Yakima Valley in which Heilman, who later became a member of the United States Department of Agriculture, rendered good service.

In 1900 Professor J. A. Balmer, horticulturist, resigned and was succeeded by Dr. S. W. Fletcher.

Bulletin 50, a preliminary report on glanders by Doctor Nelson, fitted well into his campaign as state veterinarian for the elimination of that dread disease among horses.

With the departure of W. J. Spillman at the beginning of the year 1902 to take a position with the United States Department of Agriculture, Professor E. E. Elliott succeeded him as agriculturist of the station staff. R. Kent Beattie was at this time added as assistant botanist and R. W. Doane, who had accepted a permanent position with the

fish commission, was succeeded as assistant entomologist by R. E. Snodgrass, also a Stanford man. H. S. Davis in vertebrate zoology was added as assistant zoologist, R. W. Thatcher was at this time (1902) made assistant chemist.

Professor O. L. Waller was made irrigation engineer of the staff and turned his attention to an important field in which he has ever since been usefully interested. J. S. Cotton was added as assistant in the range investigations and George Severance as assistant agriculturist. The chemistry department continued persistently its soils investigations. Bulletin 58 by Elliott dealt with a problem of great importance in the Palouse country, the feeding value of the several cereals particularly wheat and barley. Bulletin 60 by J. S. Cotton, range specialist, on the range conditions in central Washington would still be found to be useful and authentic. Indeed, the whole series of studies of grasses and forage plants issued by the State College although they represent a small fraction of the work done are still worthy of careful study.

The first irrigation report made by Professor Waller as a member of the staff was Bulletin 61 issued in 1904. It is a good report on the irrigation conditions as they then existed in the Yakima Valley.

A. L. Melander began his long career as a member of the station staff in 1904 as assistant entomologist. He quickly displayed that interest in economic entomology which characterized him throughout his entire career as a member of the State College staff. In Bulletin 67 Professor Ful-

mer made a notable contribution to science in the study of chemical tests for cottonseed oil in the analysis of lards. By a series of feeding and analytical experiments he exposed the invalidity of the accepted standard test and demonstrated the fact that the fat of pigs which had been fed with cottonseed would respond to the standard test for lard adulterated with cottonseed oil. The importance of this is at once apparent. Sellers of lard haled into court for the sale of adulterated lard could make the defense that this was probably lard from hogs that had fattened in part on cottonseed meal.

The first station bulletin (not the first publication) on the wormy apples was No. 68, entitled "The Wormy Apple," by A. L. Melander. For several years the Piper-Jenne investigations had been going on with great and beneficial results. Melander with great enthusiasm threw himself into these investigations after the departure of Piper, and for years thereafter became one of the highest authorities in the country on every phase of the subject. Bulletin 69 by Eldred Jenne, who, under Professor Piper, was the pioneer investigator on this subject was a noteworthy contribution to this study. Alas, that the life of this young and promising scientist should have been so early snuffed out! While it lasted his light was brilliant but it burned out all too soon. Piper had followed Spillman to the United States Department of Agriculture in 1903 to give the rest of his life—all too short—to science and the welfare of the industrial classes of his country. He was a general in the army of scientists in their warfare against ignor-

ance and inefficiency. Beattie became botanist of the station in his place. The range experiments went on and their scope was enlarged. Summer studies in the mountains supplemented the work already done on the range grasses.

In 1905 W. S. Thornber became horticulturist. I have not mentioned the station work of D. A. Brodie and W. H. Lawrence leaving that for mention in the brief chapter on the Puyallup station.

R. W. Thatcher, assistant chemist, published as his first volume a popular bulletin on the preservation of eggs and followed this by his first report (Bulletin 72) on the chemical composition of Washington forage crops.

Washington, as most western states, was greatly troubled by the so-called "poison strips" the passing of which on the journey from winter to summer ranges would be attended by the death of hundreds and sometimes thousands of sheep. Dr. S. B. Nelson, with the help of the botanists, spent a long and baffling period of investigation, a contribution from which was Bulletin 73. Sometimes the suspected plant would be gathered in abundance by the investigators only to find that the sheep fattened on it. Often sheep tethered on "poison strip" would show no ill effects from eating any plant within the limit of its tether. The various suspected plants and their reactions were carefully studied chemically, botanically and in feeding experiments which were described. Dr. Maynard Rosenberger and Dr. Charles Frazier, veterinarians, assisted in the experiments and Pro-

fessors Fulmer and Beattie, chemist and botanist, respectively, cooperated in the work.

In the period from 1903 to 1907 I presented frequently the matter of my being relieved of the directorship of the experiment station. We were hampered somewhat in finances but there were other considerations also which entered into the matter. The result was that each time action was deferred by the board. During the fourteen years in which I held the office of director (1893-1907) the agricultural college passed through a distinct period in the development of the land grant college system. No one, not even the great and wise director of the office of experiment stations, A. C. True, much less the great secretary, James Wilson, knew fully what to do and how to do it. It is easy for modern investigators, hidden away in their modern laboratories with all the possible facilities and implements at their disposal, to treat with a cynical smile the "crudities" and inefficiencies of the pioneer period. But there on the one side stood the great agricultural public who must be vividly touched, and on the other, the great undeveloped science of agriculture. The facilities for work were all too meager. Then the experimentalist must be also an extension man, and very likely, teacher. The frequent changes in the staff, each worker leaving incomplete work which must all be thrown away, was a disturbing factor. The wonder is, not that more was not done, but that so much was done. The records of the real things which lasted and contributed to the building up of the great new science are very incomplete. Ten-

fold more work was done and persisted than the published work in every station would seem to indicate.

One of the troubles which soon arose sprang from the work of the agents of the United States Department of Agriculture who roamed about through the length and breadth of the land. There were many young men among them whose zeal was greater than their discretion. They came as envoys extraordinary and ministers plenipotentiary from that great center of political life, Washington, D. C., to the far-off western states, bringing with them all the glamour of the national capital. The newspaper reporter sought and found the embryo scientist from the capital. If he did not the scientist sought and found the reporter. A good story followed of the great things to be accomplished. The local scientific worker sank at once into insignificance as excathedra pronouncements from Washington were given to the press. The poor local man's heart burned within him to see how little impression his slowly evolved formulæ had made on the public and how quickly the messages of the visitor caught the public attention.

In 1898 or 1899 I called the attention of the American Association of Agricultural Colleges and Experiment Stations to this difficulty and moved the appointment of a standing committee on cooperation between the state stations and the United States Department of Agriculture. I was appointed chairman of the committee. Henry Waters, (then Dean and Director of the University of Missouri), Dean Henry of Wisconsin, Car-

penter of Colorado, Goodell of Massachusetts and Doctor Galloway of the Bureau of Plant Industry constituted the committee which continued to serve for some six or seven years. It did much to straighten out the difficulties and substitute cooperation for contention and strife.

The office of experiment stations under the wise direction of Dr. A. C. True and his coadjutors in the Department of Agriculture was a great coordinating force. The annual meetings of the American Association likewise had a similar influence, especially in the earlier period. Over this body the United States Department of Agriculture exercised a preponderating influence, not only because of the large attendance from that department, but because of the ability and zeal of its membership. Looking at the land grant college movement as a whole, and not merely at the experimental or even the instructional functions as it relates to agriculture, this powerful influence of the agricultural department was not always wholesome because it was unbalanced. The utter inactivity of the Department of the Interior in the development and coordination of the educational elements of the land grant college system is forever to be regretted. In the later '90s a group of representatives of those state universities which were not beneficiaries of the Morrill Act organized the Association of State Universities one of whose objects was to break into the federal treasury. This had the effect of driving a wedge between the two groups of land grant colleges which was unfortunate.

Change of Directors

In 1907, after prolonged consideration, the Board of Regents finally yielded to my repeated requests and relieved me of the directorship of the experiment station. In the earlier periods the research work, the teaching duties and even the extension work in any given department all devolved upon the same individuals. This was not without great value in bringing the investigator back constantly to the concrete and also forcing him to make a clear statement of his results. A combination of teacher, investigator and extension specialist belongs essentially to a primitive period.

By 1907 the station had grown from six members, all of whom were part-time workers, to sixteen of whom four were full-time station men. Other members of the staff gave from one-third to one-half of their time to experiment station work. Members of the station staff had regularly a vacation of four weeks. There were thirty-six weeks in the academic year. This left four weeks that might be devoted wholly to station work in the case of one who was doing the double duty. But a portion of the time throughout the year was also devoted to station work. Where there was the double assignment the salary was divided in proportion to the time.

R. W. Thatcher Becomes Director

By 1907 there were several experimentalists who were undisturbed by teaching or extension duties. R. W. Thatcher, who had been with us for five years, and who had developed rapidly, was

elected as my successor. His executive duties were now such that he must rely on a chief assistant chemist. George A. Olsen became chief of the experimental chemical laboratories and for many years held that office. More attention could now be given to the preparation and publication of station bulletins. A year later by the resignation of Professor Elliott, chief responsibility for the growing extension work was laid on Director Thatcher's shoulders and later still he was made the executive head of the Department of Agriculture. These added responsibilities detracted very materially from that concentration upon the experiment station work which we had hoped to secure. It had, however, advantages from certain other points of view. In 1912 H. B. Humphrey, head of the department of Botany, was made assistant director. I have elsewhere referred to the disturbance of 1912 which attended the resignation of Professor Thatcher and Assistant Director Humphrey.

At the beginning of Mr. Thatcher's services as director there were sixteen members of the staff. At the close there were twenty-four members. The federal income in 1907 was $22,000. With the increase in the Adams fund this had grown to $30,000. In addition to this, in 1912 the station received from the state $20,943. The income from the station itself had also grown. The larger opportunities for abstract investigation which the Adams fund brought were of very great importance.

In 1913 Dr. Ira D. Cardiff became head of the

department of Botany and soon after was appointed director of the experiment station. Prior to the passage of the Smith-Lever Act, and for the furtherance of agricultural extension, the State of Washington had passed a Farm Bureau Act. It was a real misfortune that this act had been passed prematurely. The Farm Bureau consisted of the director of the experiment station and the county commissioners of the several counties of the state. The Smith-Lever Act contemplated a separate director of extension. I have always regretted that the Legislature of 1915 did not transfer the functions of the head of the farm bureau (that is the director of the experiment station) to the newly established office of director of extension where it properly belongs. The result of the failure to do so was constant friction between these two highly important divisions of experimentation and extension between which there ought to be the most complete cooperation. It was the beginning of conditions that culminated, in 1917, in the retirement of Doctor Cardiff as director as I have elsewhere pointed out.

Doctor Cardiff was succeeded in 1917 by Professor George Severance, head of the department of Agriculture, as vice-director of the experiment station and on the reorganization of the institution into colleges and schools, Mr. Severance became vice-dean of the College of Agriculture. He served in this capacity until 1919.

Professor E. C. Johnson was called from the Kansas Agricultural College to the office of dean of the College of Agriculture and director of the

experiment station January 1, 1919. Dean Johnson is a graduate of the University of Minnesota having taken his Bachelor of Arts degree at that institution in 1906 and his Master's in 1907. He was connected with the United States Department of Agriculture from 1907 to 1912 and with the agricultural college of Kansas from 1912 to 1918 inclusive. In 1919 he became dean of the College of Agriculture and director of the experiment station of this college and is now in his tenth year of service. Professor Severance continued as vice-dean and head of the department of Farm Management.

The station under the able management of Dean Johnson has continued to progress along the lines already undertaken with the addition of new lines, especially in agricultural economics. Farmers and the lay public now clearly perceive that there is no solution of agricultural science which does not take full account of economic and sociological science. Legislation, particularly that culminating early in 1926 known as the Purnell Act, fully recognizes this trend.

The station staff has increased from its feeble beginning of four members in 1892 to thirty-five active workers not counting the members of the Western Washington experiment station staff. The fundamental lines are close to those of the earlier period for they rest on the primary sciences and the projects keep close to these. As projects increase assistants in the fundamental investigations are added.

Investigations in Home Economics are included. These did not form a part of the earlier investiga-

tions of the station. There has been considerable increase in the cooperative work between the stations and the United States Department of Agriculture. Soils and crops, animal husbandry of the various kinds, farm engineering, horticulture, plant and animal pathology, still are basic in the work of the station. The investigational divisions follow closely the instructional divisions. Over 200 general bulletins have been published and over 130 popular bulletins, besides many other contributions to agricultural knowledge. The money gained and the money saved through the work of the agricultural stations of Washington amounts to several millions of dollars annually. The addition of branch experiment stations and the work of the Western Washington experiment station have contributed largely to the valuable results to agriculture in the state.

The Adams Branch Experiment Station

This station was organized as a branch of the Washington agriculture experiment station during the fiscal year 1915-1916.

It is located three miles northwest of the town of Lind, one-half mile from the main line of the Northern Pacific Railway. The farm itself is the property of Adams county and is leased to the State College for a long term of years.

In six counties lying just east of the Columbia containing an area of nearly seven and a half million acres there are some two millions of acres of improved land or about thirty per cent of the improved land of the state, in which the annual rainfall is small, varying from nine to twelve inches,

and in which cultural methods must be pursued adapted to the conditions. At a very early date, as early as 1897 or earlier, the study of the dry land problem was begun by the experiment station at Pullman. It was soon discovered that under cultivation, moisture penetrated to a great depth, the snow was caught and held better, and the moisture supply gradually accumulated so that productivity was increased. The so-called Campbell method of sub-packing the soil was used with good results. Many persons jumped to the conclusion that the dry land problem was solved and under the stimulus of land agents, land was taken up and plowed up farther and farther into the heart of the dry belt.

A temporary station was placed at Connell and in the three years of its existence found annual rainfalls of seven, five and three inches and crop production correspondingly difficult. After a very few years of cultivation the rootlets in the cultivated soil decayed and the cultivation powdered the light soil so that it began to drift. Experiments on the fundamentals of the problem continued and the moisture demands of the various crops was studied. Methods of catching the precipitation and of holding it after it was caught were tried out. Methods of preventing or lessening the drifting of the soil were studied. Varieties of crops adapted to the condition were sought for. Urgent requests were made to the legislature for funds to prosecute the investigation but little heed was paid to these requests. About 1912 matters came to a crisis when great numbers of

settlers on the more extremely dry parts, their means exhausted, moved away leaving few improvements. Many of these lands had been sold on time and in a considerable number of cases loans had been made upon them. Neither interest nor principal could be paid and mortgage loan companies became interested in the problem.

In 1915 a committee of the Spokane Chamber of Commerce came before the regents of the State College to present the situation and ask for assistance in the further study of the problem. This led to the establishment of the Adams County station which has since that time devoted itself to investigation related to dry land agriculture.

Bulletin 138 of the experiment station published February, 1917, gives the first annual report of the Adams branch station. The station has been in cooperation with the United States Department of Agriculture.

Waterville Branch Station

In the Waterville region there is an average rainfall of about 13 inches and the problems are similar to those at the Adams branch. The experimental farm consists of 220 acres of leased lands. Much attention has been given at this station to forage crop investigations and an effort has been made to develop a more diversified and permanent system of agriculture. From Badger mountain northward and eastward around the rim of the hills rising from the Columbia, the rainfall is more abundant than farther inland and diversified agriculture gives better promise. The land slopes east and

southeast and falls off to lower levels in which agriculture is more precarious and the cereal crops must largely be relied upon. Experimental work has been in progress at Waterville for a little longer period than at the Adams station.

Irrigation Experimentation;
The Prosser Station

Irrigation is one of the most important branches of agriculture in the State of Washington. In the very early history of the college, through the activity of Paul Shulze, industrial agent of the Northern Pacific Railway, a tract of 40 acres near Zillah was given to the college for purposes of an experiment station. It was very greatly desired by the Board of Regents to develop this station, but so meager were the funds at the disposal of the Board for any purpose, that the diversion of any portion of it would have jeopardized even the existence of the institution. The land, therefore, reverted to the Northern Pacific.

The Yakima Valley had been a rival of the Palouse country for the location of the college and that fact among others impelled the board to extend the work of the experiment station as far as possible into that valley. So for many years, in the lines of experimental work, this fact had been kept in view. In the soil studies both for normal soils and alkali soils, those from the valley had received large attention. There was constant study of the duty of water, drainage problems, structural and operating problems or irrigation and cultural studies. Yakima Valley was the seat

of much of the sugar beet studies. Very early it became the center of cultural and varietal studies in apples. In the '90s the great project of dealing with the codling moth began and experiment station workers were kept busy on that problem throughout every season. Other like projects related to the fruit industry were constantly being pursued, so that the absence of a fixed station in that valley was far less important than might be assumed. A fixed plant always consumes a large portion of the funds. Skilled men are the most important element in experimentation. Nevertheless, it had long been desired that a substation be established in the Yakima Valley.

In 1917, the Board of Regents was authorized by the legislature to locate an irrigation experiment station, select a site and conduct experiments in irrigation, and made appropriations accordingly. The Board appointed the irrigation engineer (Professor O. L. Waller) the assistant soil physicist, and an irrigation engineer of the United States Reclamation Service as a committee on the location of a site. A suitable site at Prosser was selected, a gift of 80 acres from the Northern Pacific Railway was accepted and options were taken on additional lands. A contribution of $3000 was likewise received from the citizens of Prosser which was expended on the clearing and improvement of the land and the improvement of the highway from the town of Prosser to the station.

Winthrop Station

A temporary station was established at Winthrop, Okanogan County, in 1915, devoted exclu-

sively to the study of goitre disease of animals. It was directed by J. W. Kalkus, veterinarian of the station, and highly important scientific results were obtained. The station was closed in 1919.

The Cranberry Station

A temporary experiment station was established at Ilwaco in Pacific County in 1918 for the study of insects injurious to cranberries. It has been maintained cooperatively by the State College and the Bureau of Entomology of the United States Department of Agriculture. A small appropriation has been made biennially from that date for its support and maintenance, and great improvement has been made in the cranberry industry.

Western Washington Experiment Station

This station is not a branch of the experiment station founded under the provisions of the Hatch Act and is not under the immediate direction of the director of the home station. It forms a distinct division of the institution answerable directly to the president of the college and the Board of Regents.

An Act of March 28, 1890, accepting the provision of the Hatch Act, provides for the establishment of the experiment station in connection with the agricultural college. The amended charter, however, deals more specifically with the experiment station problem. In Section 10 it provides for the establishment of the experiment station on the tract of land provided for the college. Under federal legislation it has repeatedly been decided that the agricultural experiment station is insepa-

rable from the agricultural college except in cases where it was already in existence before the passage of the Morrill Act, as in the case of Ohio.

The charter approved March 9, 1891, before its final passage was amended as follows: "Provided the Board of Regents shall make provision as soon as practicable upon the receipt of the government appropriations for the establishment of experiment stations, for at least one experiment station in the western portion of the state." This was an amendment proposed by Henry Drum after the adoption of an amendment providing for the location of the college east of the Cascades.

The board took action very soon after its organization for carrying out this provision of the organic act. The town of Sumner offered a site which was accepted by the Board, as recited elsewhere. The reorganized Board in 1893 after a careful survey of the adaptability of this tract to the purpose in view, came to the conclusion that it was not suitable for an agricultural experiment station and conveyed the tract back to the town of Sumner.

In the fall of 1894, Denman Ross and Charles Ross and other members of the Ross family of Puyallup, made a proposal to the Board of Regents looking to the establishment of an experiment station at Puyallup. They proposed to deed to the college a tract of forty acres, more or less, of logged off land together with a certain spring at higher level on adjoining lands, on condition that the college should buy a certain tract of twenty acres of

cultivated land for $2500 and devote the entire area to an experiment station.

The Board accordingly asked the Fourth Legislature for an appropriation with which to purchase the land. The appropriation was made, the land purchased, the deed for the 40 acres and the spring received and steps taken at once to open the station.

On July 1, 1905, Mr. F. A. Huntley from the Rocky Ford, Colorado, experiment station was placed in charge as superintendent. He proceeded to attempt to put the station land into shape for use in agricultural experimentation. A modest little cottage was erected at small cost by Mr. Huntley with some help on the forty-acre tract. The twenty-acre tract on the opposite side of the road was bottom land partly cleared and partly drained, with five different types of soil, the greater part of which was in an old hop field. There was also an old and badly infested apple orchard and a very old barn. The first experimental work dealt with the hop problem and methods of spraying, and with methods of the rehabilitation of old orchards. Grain and forage crop and root crop experiments were also begun. In the following fall an experiment in economical methods of clearing logged-off lands in western Washington was begun. Five acres were cleared at a cost of $101.70 per acre, powder then being cheap and labor from a dollar to a dollar and a half per day.

The following year an experiment in the production and handling of fibre flax under western Washington conditions was begun. Doctor

Thornton of Ferndale who had for some time been experimenting with flax cooperated in this experiment. Logged-off land experiments, hop and orchard experiments continued.

This station was supported during the period, 1895-1897, almost exclusively from the Hatch fund, there being no state appropriation for this purpose. An order was issued by the United States Department of Agriculture prior to the legislative session of 1897 to this and all other experiment stations in the United States to the effect that no federal funds could be used for substations.

The Legislature of 1897 having failed to make any appropriation for the experiment station at Puyallup the board was very reluctantly compelled to close it.

In 1899, John R. Rogers of Puyallup being governor, an appropriation of five thousand dollars was made for the maintenance of the station for two years and again the station was opened and equipped with what was left of its old equipment and such additional equipment as the station could afford. Its first two years, 1895-1897, had demonstrated the great possibilities of its usefulness notwithstanding the high cost of putting it in shape. The four years following 1899 confirmed the demonstration. Four lines of experimentation were undertaken in addition to the continuation of the logged-off land experiment. These were, first, experiments in the use of artificial fertilizers; second, experiments with grasses and forage plants including cereals; third, continuation of the experiments with fibre flax;

fourth, experiments with fungous diseases prevalent in that part of the state, especially the black spot of the apple. Small fruit experimentation was also begun and an investigation of the poison parsnip. In conjunction with the station entomologist, R. W. Doane, a bulletin (47) was published by Superintendent Brodie, who had become superintendent in 1899, on the variegated cutworm.

In 1901 the legislative appropriation was $2000 for buildings and $6000 for maintenance. With the income of the station it had available about $10,000 for the biennium.

In 1903, due to local political strife, the governor vetoed the appropriation and the station was closed April 1. However, in order that the important studies in fungous disease prevalent in the valley might not be interrupted, Mr. W. H. Lawrence, pathologist of the station, was kept busy with that work during the Summer of 1903. Superintendent Brodie resigned to accept a position with the St. Louis exposition. The station was leased to Henry Benthien, a gardener, of Puyallup.

In 1905 politics again interfered with the station and it remained closed until 1907.

In the previous periods the appropriation for the station had been so meager as to interfere seriously with its efficiency. In 1907 the appropriation was $20,000 for the biennium and the phrase used in the appropriation bill to designate it was "Western Washington Experiment Station," a name which has since been used.

W. H. Lawrence, plant pathologist at the college, was made superintendent, after an unsuccessful attempt had been made by the board to get Professor C. V. Piper to accept the superintendency. From that date to this, the station has continued to progress in importance and usefulness.

From the beginning, the purposes of the station were somewhat different from those in stations established under the Hatch and Adams acts. Under the provision of the federal law the latter must devote themselves largely to purely scientific problems which add to the existing sum of scientific knowledge in agriculture. On the other hand, the station at Puyallup aimed at the realization of the best results in the agriculture of the region, whether resting upon old or new systems of agricultural science and practice. Its object was not so much to add to the outskirts of the science as to bring the best results of agricultural practice into this particular region. The station served a demonstrational purpose and as a center for a better agriculture. It was not hampered by many of the restrictions of the federal laws. It could diffuse agricultural knowledge from whatever source if this would be beneficial to western Washington agriculture. It was the duty of the specialists located at the station to attack specific problems arising in the agriculture of the region and to give advice on questions old and new. For this reason a pathologist has always been a member of the staff of the Puyallup station. The station was intended to be a center and a home for information and advice to the farmers on all agricultural subjects.

About 1912 the station established a winter school for special courses in poultry industry and the dairy industry. The station undertook as a special function the stimulation of these industries economically and it has accomplished great results for the agriculture of western Washington. After the advent of Superintendent W. H. Lawrence in 1907, large attention was given to the important problems in plant pathology and to the small fruit industry.

In 1909 the Western Washington Experiment Station received a biennial appropriation of $29,792, which was by that time supplemented by a considerable local income. Meanwhile, gradually but certainly, the land of the station was being cleared up and reduced to a state susceptible of cultivation. In 1909 the sixty acres of land originally acquired was estimated to be worth not less than $20,000. The twenty-acre tract had been well drained and fertilized. The forty-acre tract was at that time two-thirds in cultivation. The station is about a mile out of Puyallup on the main highway to Tacoma. A neat cottage, good barns, water supply under pressure, greenhouses and other buildings and a pretty lawn stood where huge stumps and logs had cumbered the ground in 1895.

The finances of the station were managed as those of any other part of the college, to wit, all moneys collected were at once placed on deposit to the order of the treasurer of the board and were paid out only on vouchers duly audited by the board.

In 1911 the legislature appropriated for the Western Washington station $30,000. W. H. Lawrence resigned as superintendent and George Severance, who for many years had been on the faculty of the State College, but who for two or three preceding years had been in charge of an agricultural project in Canada, was elected superintendent. Mr. Severance was not able to devote his entire time to the new field of work until about the first of July. He remained at Puyallup in charge of the station for the next two years and until he was elected head of the department of Agriculture at the State College and removed to Pullman. Meantime an excellent scientific laboratory and other buildings were erected.

In 1913 the millage tax was in operation and the maintenance of the station at Puyallup was expected to be borne out of that. The Pierce County delegation, somewhat fearful lest the station might not be treated as liberally as the delegation desired, and being well represented on the appropriation committee, had inserted in the bill that $57,175.75 should be expended at the Puyallup station, that being the amount set down for it in the budget of the Board of Regents.

W. A. Linklater was elected superintendent to succeed Professor Severance. Mr. Linklater had been professor of animal husbandry at the State College and then dean and director of the agricultural department of the Agricultural College of Oklahoma. He continued as superintendent until 1926 at which time he was succeeded by Dr. J. W. Kalkus.

During Superintendent Linklater's administration the acreage of the station was greatly extended and it was brought to a high state of cultivation. An excellent station residence and large dairy barn were built and an extensive poultry plant was constructed. A building for giving instruction in the winter schools and at other times was built. The usefulness of the station increased greatly and it became a power for good in the development of cooperative marketing in the poultry and dairy industries. For nearly thirty years with a few interruptions the Western Washington Experiment Station has done much for the promotion of western Washington agriculture.

Doctor Kalkus was pathologist in animal husbandry on the station staff. He had for years before coming to Puyallup been a distinguished station worker at the State College in the department of Veterinary Science. Under his able supervision the successful work of the station continues. It is an integral part of the State College, typical of the land grant college movement, and of the broad conception of higher education on which it is based.

The Engineering Experiment Station

Research in the land grant colleges and universities has by no means been confined to the experimental work in agriculture. Many of these institutions have established and maintained in the mechanic arts and subjects related thereto very efficient laboratories devoted wholly to research and experimental work. For forty years or more the

Agricultural College of Indiana has maintained an extensive testing laboratory for railway locomotives whose results have been accepted as authoritative by the great railway systems.

In the early history of this college the Board of Regents joined those of other land grand institutions in petitioning congress for the establishment of engineering experiment stations on a similar basis to the Hatch stations. Congress deferred action from time to time on this matter. For many years members of the engineering staff have carried on investigations and made formal reports thereon somewhat irregularly, and without sufficiently liberal provision therefor.

The first adoption of a definite program in engineering research with an appropriation for its maintenance was made by the Board of Regents on June 21, 1911. This was followed by later appropriations.

In April, 1919, this department was officially designated "The Engineering Experiment Station." Its control was vested in the Board of Regents and H. V. Carpenter was formally designated as director.

It has already rendered much valuable service in the realm of science and technology and published important results. It has a staff of twenty members, in addition to the president of the college, covering the realm of physics, chemistry and engineering including chemical engineering.

The publications of this research staff thus far are as follows:

1. Sewage Disposal for the Country Home—By O. L. Waller and M. K. Snyder, 1914.

2. How to Measure Water—By O. L. Waller, 1915.

3. Water Supply for the Country Home—By M. K. Snyder, January, 1916.

4. Construction and Maintenance of Earth Roads—By L. V. Edwards, 1916.

5. Cost of Pumping for Irrigation—By O. L. Waller, August, 1916.

6. Fuel Economy in Domestic Heating and Cooking—By B. L. Steele, 1917.

7. Thawing Frozen Water Pipes Electrically—By H. J. Dana, 1921.

8. The Use of Ropes and Tackle—By H. J. Dana and William A. Pearl, 1921.

9. Well and Spring Protection—By M. K. Snyder, 1922.

10. Water Purification for the Country Home—By M. K. Snyder, 1922.

11. Farm Water Systems—By M. K. Snyder and H. J. Dana, 1922.

12. Commercial Efficiency of Single and Graded Steam Pipe Covering—By H. J. Dana, 1923.

13. Critical Velocity of Steam with Counter-Flowing Condensate —By William A. Pearl and Eri B. Baker, 1923.

14. The Use of Power Fans for Night Cooling of Common Storage Houses—By H. J. Dana, 1923.

15. A New Stationary Type Standard Laboratory Meter—By H. V. Carpenter and H. J. Dana, 1924.

16. First Progress Report on a Study of Automobile Tire Wear on Different Types of Road Surfaces, 1924—By H. V. Carpenter and H. J. Dana.

17. Second Progress Report on a Study of Automobile Tire Wear on Different Types of Road Surfaces, 1925—By H. V. Carpenter and H. J. Dana.

18. Third Progress Report on a Study of Automobile Tire Wear on Different Types of Road Surfaces, 1926—By H. J. Dana.

19. Analysis of Washboards in Highways—By H. V. Carpenter and H. J. Dana.

20. How to Measure and Use Water for Irrigation—By O. L. Waller, 1927.

21. Spray Residue and Its Removal From Apples—By F. D. Heald and H. J. Dana, in cooperation wtih the Agricultural Experiment Station, 1927.

22. Magnetic Nail Picker for Highways—By H. J. Dana.

23. Survey of Fruit Packing Plants—By H. J. Dana.

24. Survey of Fruit Cold Storage Plants—By H. J. Dana.

At the present time the following investigations are in progress: Refinements in the design of a Universal Standard A. C. D. C. Laboratory meter; continued studies in the cooling of common Storage Houses for Fruits; investigation of

Automobile Lubricating Oils; investigation of the Causes of Highway "Washboard"; Tire Wear as Related to Road Surfaces; Tire Wear and Gasoline Consumption as Related to the Grades on Highways; Removal of Iron and Steel from Highways; Removal of Spraying Compounds from Commercial Apples, and Application of Electricity to the Farm. The two latter projects are being carried on in cooperation with the Agricultural Experiment Station of the College.

VII

EXTENSION SERVICE

Extension in Agriculture and Home Economics

Dr. S. B. Nelson
Director 1918-27

Prof. W. S. Thornber
Director 1915-1919

No one thing has seemed harder for the public to grasp in connection with America's land grant college institutions than the new conception of the college or university which it presents. The rise of the mediæval college within cloistered walls where teachers dwelt together and taught in quie-

tude, poring over the lore of the ancients, sank deeply into the public imagination. The public thought of a college as a *place,* in which dwelt a *distinctive* group, devoted to scholarship as an end which made of its devotees, a *caste.* Still, in the subconscious mind, when "college" is mentioned there arises dimly a vision of a quiet and remote building with forms of sober professors and youth, hollow-eyed from midnight studies moving gravely about the secluded campus.

In contrast with this, today one must think of the land grant college as having three distinct parts: 1, the college of instruction; 2, the college of research or experimentation, and 3, the college of extension—a trinity in unity. And the third division is not a place—it is every place. Its instructors do not form a group of spectacled professors, but a group of practical hard-headed, common sense, sympathetic men and women with scientific training looking very much like the people whom they teach. The taught are composed of all ages, sexes and conditions living in their own homes, whose chief concern is to make a living in a farm home. The land grant university is everywhere. Therefore, it is difficult in the face of tradition to think of it as a university.

No sooner had education on its new basis under the Morrill Act begun to function than it became evident that if it were to achieve the highest service to industry and the industrial classes, its activities must not be confined to the college campus nor to the youth who resorted thither adequately prepared to enter its classes. The college must become

the discoverer of scientific truth affecting the welfare of the entire community and it must send forth emissaries to carry this gospel to people engaged in all forms of industry.

In the last quarter of the nineteenth century there had arisen, first in England, a form of popular instruction which was spoken of as "University Extension." The name caught the public fancy and was seized upon to describe certain phases of the work of the land grant colleges and universities and eventually came to be called "Extension in Agriculture and Home Economics," or, more briefly, the "Extension Service." The urge to carry the gospel of the new agriculture to the farm was from the beginning strong on the men engaged in teaching agriculture and agricultural experimentation.

Not a month had passed from the formal opening of the State College of Washington in January, 1892, until the faculty conducted the first farmer's institute at Colton, about sixteen miles east of Pullman. From the faculty there were present President Lilley, Professors Scoby, Lake and Munn. There were present about sixty men and women mostly from the farms from the Colton neighborhood.

The interest was deep and everybody was delighted with the results of the day's meeting.

On February 20 the second farmer's institute was held at Garfield. This session was attended by about a hundred and thirty-five people, most of them being farmers of the vicinity. The same faculty group spoke on agricultural subjects and sev-

eral prominent farmers presented papers and participated in the discussions.

A third institute was held at Pomeroy soon after. Similar farmers' institutes were held at other points. The busy summer season and President Lilley's and President Heston's troubles during the next fall and winter prevented the further active development of extension at that time.

With the reorganization of the college in 1893 and the undertaking of extensive experiments to ascertain the adaptation of the soils and climates of Washington to the production of sugar beets, Professor Fulmer was most helpful in conducting farmers' institutes in which information was given on the history of the industry and the cultural methods to be employed and in the distribution of seeds for cooperative experiments.

Wherever institutes were held Professor C. V. Piper, in charge of botany and entomology, was also a valuable instructor, experimental and extension work supplementing each other. The political attacks of 1893 and the disaffection and retirement of Professor E. R. Lake who had charge of the agriculture and horticulture interfered materially with progress in this direction.

In 1894 W. J. Spillman became head of the department of agriculture and agriculturist of the experiment station. He was young, enthusiastic and popular and a good story teller and was in his element with a group of farmers. In the eight years of his membership on the faculty he rendered some of his most important service in the field of

extension and in the promotion of the Dairymen's Association, which was really extension work.

In the same year J. A. Balmer became professor of Horticulture. He had never made a lecture in his life. But he had a thorough knowledge of his subject and readily acquired a knowledge of the local conditions and adaptations of horticulture and soon became one of the best farmers' institute lecturers I have ever heard.

Dr. S. B. Nelson, a young practitioner in veterinary science, likewise rendered great aid in animal husbandry extension, the more so because he was ex-officio state veterinarian. For the next ten years there was constant growth in the development of agricultural extension in all parts of the state. Little attention was given in the extension work to farm women and none to farm children during the first ten years after reorganization. As yet the Home Economics department had not been organized.

Extension in this state suffered a great loss in 1902 in the resignation of Professor W. J. Spillman to enter the United States Department of Agriculture, but the nation made a great gain thereby. For Professor Spillman was placed in charge of extension in the south by Secretary Wilson, and established in different parts of it some thirty demonstration farms. He placed the elder Professor Knapp of Iowa in charge of these and thus began a great forward movement in agricultural extension. One phase of this was the primitive form of county agents, working either with or without cooperation with the agricultural colleges. If I recollect

correctly the first of these agents in this state working cooperatively with the college was in Wahkiakum County. Within a year thereafter the whole dairy industry of that county began to undergo reconstruction. Professor E. E. Elliott, Professor Spillman's successor, showed good ability and much enthusiasm in the development of the farmers' institutes and demonstration work. In 1901 I think it was, the college employed Mr. C. L. Smith, often called "Minnesota Smith," to assist in farmers' institutes and demonstration work. Mr. Smith was a noted extension worker for many years, chiefly with the O. R. & N. Co.

About this time the conducting of demonstration trains became a useful means of carrying the gospel of the new agriculture to the people and for ten or fifteen years thereafter, with increasing assistance on the part of the railways, this form of extension served a great and useful purpose in the diffusion of agricultural knowledge. Farmer Smith possessed a great fund of knowledge, common sense and a keen sense of humor and was a popular lecturer. The O. R. & N., through its industrial agent, was especially active in the promotion of the extension service. The Northern Pacific and Great Northern likewise were enthusiastic supporters of the service. At one time Mr. J. J. Hill personally arranged that an excursion of farmers be made to the college in which ten farmers from each county of western Washington were brought to the college at $5.00 each for the round trip. In fact, throughout my entire administration and so far as I know up to the present time all the railway sys-

tems have shown the broadest comprehension of the value of the extension work and have displayed the keenest interest in the various forms of extension in agriculture and home economics. From no other source has so great material help come as from the railways of the state. They have seen clearly the economic value of the service and have spent money freely in its support.

Some of the "Demonstration Trains" were extensive affairs having besides coaches for the accommodation day and night of the lecturers and railway officials, many demonstration coaches with livestock, farm implements and many graphic and other illustrations of farm practice.

The extension work of the college received a strong impetus in 1905 in the setting aside $5000 for specific expenditure in this service and in making Professor E. E. Elliott, head of the department of agriculture, superintendent of farmers' institutes. In 1907 the State Legislature recognized the work by the appropriation of $10,000 for the biennium for farmers institutes. Thereafter it received biennial recognition in increasing amounts. Professor Elliott retired in the Fall of 1908 and R. W. Thatcher became acting head in addition to his duties as director of the experiment station. R. C. Ashby was made superintendent of farmers' institutes in 1910 under Professor Thatcher and continued in charge until 1912. In 1909 the Legislature appropriated $17,500 for farmers' institutes.

Passage of the Smith-Lever Act

For many years the Association of Agricultural Colleges and Experiment Stations had been pressing upon congress the necessity of formal provision for extension as part of the land grant system. At the end of 1912 or the beginning of 1913 the bill for this purpose then before Congress came almost to the point of final passage. There had, however, been an equally meritorious measure, afterwards known as the Smith-Hughes Act, for industrial education in secondary schools. At what seemed to be the final consideration of the Smith-Lever Act someone in the Senate moved to substitute the last mentioned bill for the Smith-Lever Bill and its passage was thus prevented at that session of congress. In the next congress the measure came forward prosperously and in May, 1914, the Smith-Lever Act was passed by congress. It gave $10,000 outright to each land grant college or university for extension work and in succeeding years this was added to in proportion to the agricultural population, the state matching the surplus over the ten thousand. The State of Washington thus received for the fiscal year 1926-1927 from the United States $73,868.29 and from the state $63,868.29, making a total of $137,736.58. In addition it received for cooperative work from the United States Department of Agriculture about $40,000 for the year. The several counties cooperated with the service by paying considerable amounts toward the support of the service within the counties.

In 1913 J. A. Tormey was made Superintendent of Farmers' institutes and continued to serve in this capacity for the next two years. With the added funds a vigorous extension campaign of farmers' institutes and demonstration trains was conducted throughout the state.

The Legislature of 1913 had passed an act for the establishment of the farm bureau which provided that the director of the experiment station and the county commissioners of the several counties of the state should constitute the farm bureau which was endowed with certain functions relative to agricultural extension in the several counties. Apparently, the power to act rested largely on the director and the county commissioners of each county and was limited by county lines. It was enacted in anticipation of the Smith-Lever Act but when that project of legislation finally became law the two systems did not quite fit. The legislature of this state should, in 1915, have modified the state law making the director of extension the executive officer in the farm bureau instead of the director of the experiment station. This error brought on friction in the expenditure of funds and divided responsibility which was unfortunate and injurious.

On June 8, 1915, Professor W. S. Thornber, who had for many years been the efficient head of the horticultural department but who had gone into other work, returned to the college as director of extension. He discharged the duties of this office, organizing the service under the new law and continued as director until June, 1919.

Mr. Thornber was succeeded in the office of director of extension by Dr. S. B. Nelson who from 1895 to 1919 had been head of the veterinary department and from 1895 until 1915, state veterinarian. He has served ever since in that capacity and has developed a large and efficient staff including local and statewide workers and county organizations in counties of the state. There are three assistant directors, R. M. Turner, W. W. Underwood and Miss Elmina White, and specialists in dairy husbandry, poultry husbandry, agronomy, agricultural engineering, horticulture, home economics, clearing land, apiculture, farm management and boys' and girls' club work. There are county agents in 27 counties of the state, many of whom have assistants in the various fields of the extension service. The work is done in cooperation with the United States Department of Agriculture. Vast benefits have been received in this and other states of the Union by the development of the extension phase of the system. Last year the attendance at extension meetings aggregated 187,780. Enrollment in boys' and girls' club work was 6,261.

General College Extension

In 1919 Dr. F. F. Nalder was called from the University of California to take charge of the field of general college extension. This work offers instruction to individuals and groups throughout the state who are away from the college. Adults of all ages interested in intellectual pursuits have the use of this service through correspondence

DR. F. F. NALDER, *Director,* General College Extension

courses or lectures to groups and extension classes, educational moving picture films and stereoptican slides and through the radio educational service. In certain instances college credit may be secured. Great numbers of citizens of the state are reached through this service and receive useful instruction and inspiration in intellectual pursuits through it.

The 1927 catalog of the college shows a roll of twenty-five members of the general extension staff, most of whom are at the same time members of the college faculty. The enrollment in correspondence courses for the academic year closing June 30,

1927, including both regular college courses and extension classes totaled 1145.

Four departments are maintained. I, educational moving picture films and stereoptican slides; II, correspondence courses; III, extension classes; IV, extension lectures and music recitals. This department also functions in connection with radio extension.

APPENDIX A

GRANT OF LANDS FOR AGRICULTURAL COLLEGE: ACCEPTANCE OF

An Act to assent to the provisions of an act of Congress approved July 2, 1862, and of the acts supplementary thereto, to create a permanent fund, and to assent to the provisions of an act of Congress approved March 2, 1887, and to declare an emergency.

Be it enacted by the Legislature of the State of Washington:

Section 1. That the assent of the legislature of the State of Washington is hereby given to carry out all and singular the provisions contained in an act of congress approved July 2, 1862, and entitled "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and mechanic arts," and in the acts supplementary thereto, and the governor of the State of Washington is hereby authorized and instructed to give due notice thereof to the government of the United States.

Section 2. That all moneys derived by virtue of said acts of congress from the sale of lands, and of land script, shall be immediately deposited with the treasurer of the State of Washington, who shall invest and hold the same in accordance with the provisions of the fourth section of the aforementioned act of congress approved July 2, 1862, and the moneys so invested shall constitute a permanent irreducible fund, to be entitled "The fund for the promotion of instruction in agriculture and mechanic arts," and the income derived from said fund shall be expended under the direction of the commission of technical instruction.

Section 3. That the assent of the legislature of the State of Washington is hereby given in pursuance of the requirements of section nine of the act of congress approved March 2, 1887, and entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several states under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto, to the purposes of the grants authorized by said act of congress approved March 2, 1887," and assent is hereby given to carry out all and singular the provisions of said act of congress; and the governor of the State of Washington is hereby authorized and instructed to give due notice thereof to the government of the United States.

Section 4. The treasurer of the State of Washington is hereby authorized to receive all the moneys to which the State of Washington may become entitled under the provisions of said act of congress, approved March 2, 1887, and moneys so received by the said treasurer shall be applied under the direction of the commission of technical instruction to the uses and purposes of the agricultural experiment station established in connection with the department of agriculture of the Washington Agricultural College and School of Science.

Section 5. Declaring an emergency to be, it is of importance to the State of Washington that the assent of the legislature of said state to the provisions of the acts of congress hereinbefore referred to be forthwith notified to the government of the United States, in order that appropriations heretofore made by the congress of the United States be received and the same be disbursed. This act shall take effect and be in force from and after its approval by the governor.

Approved March 28, 1890.

Every subsequent act of Congress supplementary to the Act of July 2nd, 1862, has likewise

been formally accepted by the state and a covenant entered into to carry out all and singular its provisions.

APPENDIX B

SECTIONS 1, 2, 4, 5, 6, 7, 9 AND 15 OF ACT APPROVED MARCH 28, 1890

An Act to create a Commission of Technical Instruction, and to establish a State Agricultural College and School of Science, and to declare an emergency.

Following a preamble the act is as follows: Be it enacted by the Legislature of the State of Washington:

Section 1. That a commission is hereby created and established, to be known as the commission of technical instruction, which shall be composed of three commissioners, who shall be appointed by the governor of the State of Washington, by and with the advice and consent of the Senate. The commissioners first appointed under this act shall continue in office for the term of one, three and five years, respectively, from the first day of February, 1890, the term of each to be designated by the governor, but their successors shall be appointed for terms of five years, except that any person chosen to fill the vacancy shall be appointed only for the unexpired term of the commissioner he shall succeed. Any commissioner may be removed by the governor for inefficiency, neglect of duty or malfeasance in office, but he shall first be served with a copy of the charges preferred against him, and have a hearing thereon. Before any commissioner shall enter upon the duties of his office he shall take and subscribe an oath or affirmation (before some person duly authorized to administer the same) that he will support the constitution of the United States and the State of Washington, and will faithfully and impartially discharge the duties of the office of commissioner of technical instruction, which oath or affirmation shall be filed in the office of the secretary of state.

Section 2. That it shall be the duty and object of the commissioners to further the application of the principles of physical science to industrial pursuits, and in particular to collect information as to schemes of technical instruction adopted in other parts of the United States and in foreign countries, to hold farmers' institutes at such times and places under such conditions and regulations as it may determine, and to perform such other duties as may from time to time be prescribed by law, and said commission shall possess all the powers necessary or convenient to accomplish the objects and perform the duties prescribed by law.

Section 3. (Omitted.)

Section 4. That there is hereby established within the State of Washington an educational institution by the name of the Washington State Agricultural College and School of Science. The said college shall be under the management of the commission of technical instruction, and the chairman of said commission shall discharge the duties of president of the said college. Said commission shall locate the said college unless its location has been otherwise selected in accordance with law previous to the first day of July, 1890; and in selecting said location said commission shall have in view the best interests of said college and the attainment of the objects aimed at in the creation of same.

Section 5. That the governor of the State of Washington, the superintendent of public instruction, members of the legislature and county commissioners shall be ex-officio visitors of said college. But

said visitors shall have no powers granted to control the action of the commission of technical instruction or to negative its powers and duties as defined by law.

Section 6. That the object of said college shall be to train teachers of physical science, and thereby to further the application of the principles of physical science to industrial pursuits.

Section 7. That the commission is authorized to appoint a secretary and such professors, demonstrators, instructors, officers, or other employees, as may be deemed necessary by it; to determine their duties, responsibilities, compensation and tenure of office, and to remove from office for inefficiency, neglect of duty, or malfeasance in office any person appointed by it to any office whatsoever; but all appointments shall be made without regard to political opinions or religious belief.

Section 9. That said commission is authorized to prescribe regulations for the admission of students, but no discrimination shall be made in respect to race, sex, political opinion or religious belief. The commission may prescribe such rates of tuition as it may deem expedient. The commission is authorized and required to prescribe regulations for the good government and discipline of the college, with reasonable penalties for violation thereof. The commission may confer on any person or persons power to enforce the regulations provided for in this section.

Section 15. That the sum of $5000 is hereby appropriated out of any money in the treasury not otherwise appropriated, for the uses and purposes of this act: *Provided*, That the State shall be reimbursed in the said amount of $5000 out of the available proceeds of the first sale of lands of the 90,000 acres donated to the college of agriculture and mechanic arts. All appropriations shall be disbursed by said commission.

Approved March 28, 1890.

APPENDIX C

REPORT OF AGRICULTURAL COLLEGE JOINT INVESTIGATING COMMITTEE
(Legislature 1893)

To the President of the Senate and

Speaker of the House of Representatives:

Gentlemen: Your joint committee to whom was intrusted the matter of investigating all matters pertaining to the agricultural college, experiment station and school of science, its location, etc., having visited the college at Pullman, made an inspection of the buildings, grounds and farm, as far as the conditions would permit, and having investigated the charges of corruption in the location of said college, also matters pertaining to the charges against the board of regents, and all matters, which in the judgment of the committee were needed for the best interest of the college, would submit the following report:

1. We find the college campus situated on elevated ground, overlooking the town of Pullman and commanding a fine view of the surrounding country. The farm, composed of 192 acres in the rear of the college grounds, is a gentle undulating prairie, sloping to nearly all points of the compass, and affording, in our judgment, ample opportunities for the development of all experiments pertaining to agriculture and horticulture.

2. We find the principal building to be a dormitory five stories high and capable of affording accommodations for nearly 100 students. The building cost, as near as we can ascertain, from the confused condition of the books, the unsettled bills, and bills not audited, including the

steam heating, plumbing and necessary sewage system, about $45,000 being three-fourths of the appropriation of 1891, and in our judgment was an unwise expenditure of said appropriation. We recognize the importance of a college dormitory, but believe the first thing to be considered in the way of buildings was a college hall, or administration hall, of sufficient accommodation and built in accordance with a general plan prepared by competent persons. In the construction of the present dormitory, proper stairways and the proper location of the sleeping apartments with regard to sunlight and air does not seem to have been considered, the stairway being narrow and not affording proper facilities for escaping in case of fire, the sleeping rooms being, or are holes in the wall, where sunlight cannot penetrate.

3. We find for the college hall a wooden building, in which are the recitation rooms, assembly hall and rooms used for laboratory, offices, etc. This building, so far as we can learn, was erected with a small balance left from the appropriation, at the least possible expense, no regard being paid to an attractive elevation, conforming to general plans, ventilation or comfort of students, and is, in our judgment, entirely unsuited for the purpose for which it was intended, being poorly constructed, roof leaking, and other defects clearly apparent.

4. We find a light plant, steam heating plant and pumping station, which, with small additional expense, can be made quite satisfactory and sufficient for present use.

5. The farm house and barn, while not such as they should be for permanent structures in connection with such an important institution as the agricultural college, can, by an additional expense, be made to answer the purposes for which they were intended.

6. The farm stock and milch cows are not, as a whole, such as we would recommend, being three thoroughbred Holsteins, the balance being common stock.

7. We find the farm implements but poorly cared for, many of them being exposed to the weather; the hennery filthy in the extreme, and other evidences of carelessness in farming, such as should not occur on a well conducted farm for an agricultural college.

8. We find that $5,768.07 has been expended for printing, being an extraordinary and wholly uncalled for expenditure and not necessary. We copy below a few of the items of stationery ordered by Professor Lilley such as:

1000 annual catalogues	$300
202 vol. of miscellaneous bindings	346
250 "Century Plants"	500
2500 copies agricultural college laws	195
4500 copies annual reports	250
7500 copies bulletin No. 5	270
5000 bulletins No. 4	138
5000 bulletins No. 3	250
2500 bulletins No. 2	100

We also find an order given to the state printer for 10,000 lithographed letter heads, which the state printer considered too expensive, as the cost would have been $150, and he refused to fill the order.

9. We find a large amount of money has been expended for chemicals and apparatus, for which there does not appear an order from the board of regents, and for which no proper place for keeping same has been prepared.

10. We find that $26,250 has been received from the Hatch fund up to December 31st, and a balance on hand of $614.29. There has been received from the Morrill fund $35.000 up to December 31st, and there is a balance in that fund of $22,655.56. In the state fund we

find, according to the balances we find in the books of the college, a deficiency of about $25,000.

11. Your committee finds that the per diem and expense of board of regents up to December 31st to be $5,121.41. This seems large for the amount of time and services given, and is in the opinion of the committee expense that has been charged and time put in and allowed by said board without proper consideration, and which was not correct or legitimate. Porter fees, carriage hires, etc., may be legitimate expense, but we do not believe the act of legislature in regard to the actual expenses meant to cover such items. In this connection it is proper for us to say, as an illustration of the time charged, that Regent Smith does not properly account for the time charged from March 23 until April 29, inclusive, 36 days, as according to the evidence and letters written by himself he was absent from the state part of that time, and not looking after the interests of the college. We find that bids were received for the building of a brick college hall, ranging from price of $8,200 to $15,000, and that the contract was actually awarded for approximately $14,000, while as far as we can discover, the $8,200 bid was made by a responsible party and was, as the minutes show, accompanied by a certified check for one-tenth the amount.

12. Your committee finds that all interest received from deposits has been properly accounted for by the treasurer.

13. After a thorough investigation we fail to find any evidence of corruption in the location of the college grounds, letting of the contracts of buildings or other improvements; nor has your committee been able to find any member of the faculty or other employee who has received his appointment for or through political influence. Your committee are, however, agreed that the board of regents failed to recognize the importance of the positions to which they were appointed, and by either negligence, want of harmony, lack of knowledge of the needs of the institution and the failure to properly examine the qualifications of the employees, or their fitness for the positions to which they were appointed, brought upon the college unnecessary expense and a state of insubordination among the pupils which time and a strong hand alone can obliterate.

14. We find that books pertaining to the college were kept without system and the minutes of the board of regents failed to properly record the proceedings, and were kept in a careless manner.

15. We find there have been numerous changes in the faculty, but it is our opinion that the regents who voted for said changes had, what seemed to them, sufficient reasons for so doing. We find that Lee Fairchild is teaching in the college at a salary of $125 a month, although he has not been elected by the board of regents, and it is our opinion that his services should be discontinued at once until (he is) so elected. We find from the testimony before this committee and confirmed by his action, that Professor Hendricks is not working for the best interests of the school, and, in our opinion, it is for the best interests of the institution that said professor be removed.

16. We find that there are 161 pupils and eleven teachers in the institution.

Concluding our findings, we recommend as follows:

1. That the board of regents be not confirmed.

2. That the compensation of the board of regents be $3 per day and five cents per mile necessarily traveled in performing their duties.

3. As we believe the liberal appropriation by the national government for experiment station should be turned to advantage of farmers throughout the state, we recommend that a thoroughly competent professor be appointed to the chair of agriculture; also, that the reports

from the experiment station be sent to at least one weekly newspaper in each county of the state for publication as often as the bulletins are issued, provided same may be published without charge.

4. We recommend that especial attention be given to experiments tending to develop the dairy industry.

5. We also recommend the following appropriations:

For erection of college hall and administration building	$70,000
For an agricultural experiment station building	10,000
For a dairy plant	3,000
For vault in present office of college hall	1,500
For sewage system	1,500
For residence of president on campus	5,000
To complete present buildings and deficiency	25,000
For mechanical engineering building	10,000
For root house	600
For expenses of instruction not provided for by National Govt.	10,000
For fuel and contingent expenses	10,000
For buildings, equipment, development of sub-experiment sta.	10,000
For laying out and developing college campus	5,000

In concluding our recommendation, we respectfully call the attention of your honorable bodies to the necessity of prompt action in the appointment of a board of regents who will give to the president of the college such support as may be needed to place the institution in proper and harmonious working order.

With its magnificent endowment, this college should be the finest in the land. Its college grounds should be laid out with a view to permanency and in accordance with plans prepared by competent authority. With this in view your committee have asked for an appropriation to erect one building sufficient for present use and that may be in harmony with the general plan.

All of which is respectfully submitted;

D. F. ANDERSON, *Chairman of Committee,*
W. P. MCELWAIN,
O. B. NELSON,
W. D. E. ANDERSON,
HENRY C. COOPER,
J. M. FRINK,
B. F. SHAW.

APPENDIX D

BOARD REGULATION OF ORGANIZATIONS ON THE CAMPUS

The following extract is taken from the report of a committee of the board to formulate a policy of the college in reference to the college dining hall and similar organizations whether fully chartered or incorporated organizations capable of holding property and incurring debt, sueing and being sued. The report goes on to say: "In all cases, however, in the opinion of your committee, such *organizations, societies, clubs, committees,* etc., are *integral parts of the college and in nowise independent of it,* and are under obligation and should be required to carry out the policy and purpose of the institution as defined and indicated by the governing board and faculty of the institution. Your committee are of the opinion that unity of organization and action being absolutely essential to the welfare of the institution, all of the parts should be so coordinated as to be mutually helpful and to carry out the policy determined upon. Your committee are further of the

opinion that the board in giving its assent to the formation of a corporation for the management of the dining club did so upon the above stated theory and that the board expect and require that such organization and organizations be administered in such a way as to carry out the general policy of the institution."

The report was unanimously adopted.

APPENDIX E

RESOLUTIONS OF THE BOARD OF REGENTS RELATIVE TO THE ORGANIZATION OF THE EXPERIMENT STATION

"Resolved that the following system of organization of the experiment station be and hereby is established. There shall be a director who shall have the oversight, direction and management of the station, who shall be responsible for its work, and who shall determine finally upon all questions subject to the approval of the president of the college and the approval and direction of the board of regents. He shall bear the same relation to the president of the college as other heads of departments of the college.

"There shall be a station staff consisting of the director and the scientific workers selected by the board of regents. The staff shall hold stated meetings at least monthly, at which it shall discuss and vote upon questions concerning the general policy of the station work, the advisability of undertaking or pursuing certain lines of work, the conducting of farmer's institutes, the bulletins and reports to be issued, their contents and the size of the edition to be issued, and such other matters as may tend to promote the efficiency of the station. The director shall preside at all meetings when present and shall appoint a presiding officer pro tem who shall preside in the absence of the director. The staff shall keep a record of its proceedings and its recommendations. The final decisions and directions of all matters shall rest with the director, subject to the approval and direction hereinbefore provided."

The resolution was unanimously adopted.

APPENDIX F

FUNCTIONS OF HIGHER INSTITUTIONS AS PRESCRIBED IN CHAPTER 10, SESSION LAWS OF 1917

Section 1. A "major line" whenever used in this act, shall be held and construed to mean the development of the work or course of study in certain subjects to their fullest extent, leading to a degree or degrees in that subject.

Section 2. The course of instruction of the University of Washington shall embrace as exclusive major lines, law, architecture, forestry, commerce, journalism, library economy, marine and aeronautic engineering and fisheries.

Section 3. The courses of instruction of the State College of Washington shall embrace as exclusive major lines, agriculture in all its branches and subdivisions, veterinary medicine, and economic science in its application to agriculture and rural life.

Section 4. The courses of instruction of both the University of Washington and the State College of Washington shall embrace as major lines, liberal arts, pure science, pharmacy, mining, civil engineering, electrical engineering, mechanical engineering, chemical engineering, home economics, and the professional training of high school teachers,

school supervisors, and school superintendents. These major lines shall be offered and taught at these institutions only.

Section 5. Work and instruction in medicine when introduced and developed shall be offered and taught at the University of Washington exclusively.

Section 6. Work and instruction in agriculture in all its branches and subdivisions shall be offered and taught in the State College of Washington exclusively.

Section 7. Whenever a course is authorized to be offered and taught by this act, in any of the institutions herein mentioned, as a major line, it shall carry with it the right to offer and teach graduate work in such major lines.

Section 10. The courses of instruction for the professional training of teachers for the elementary schools shall be offered and taught at the normal schools only.

APPENDIX G

THE MEMORIAL TABLET

IN MEMORIAM

"Greater love hath no man than this, That a man lay down his life for his friend."—St. John 15:15.

In memory of the State College of Washington men who gave their lives while in the service of the United States of America during the World War of 1914-18.

William Amos, disease
Richard Burbank, disease
Ansel H. Chesser, disease
Conrad C. Cockerline, in action
Harry H. Coulter, disease
Lee A. Day, in action
Percy Dosh, disease
Carl C. Dunham, disease
Oswald J. Foss, disease
Louis B. Glowman, disease
Thomas J. Graham, in action
Archie M. Halsey, in action
Frank Hamelius, in action
Nicholas Healy, in aero accident
Clarence Holmes, accident
William M. Jans, disease
Emil D. Jinnett, disease
Richard Juvenal, disease
Leslie M. Knight, in action
Louis Leidel, disease
Elmer O. Leonard, in action
Lee C. Lewis, in action
Ivan Livingston, in aero accident
Willis E. Mason, in explosion
Boyd C. Maynard, in action
Alexander McAlister, Lusitania
Leo McCormick, in action
Louis Mutty, in aero accident
James L. Neilly, disease
Charles J. Newland, in action
William Nolan, disease
Theodore R. Norvell, disease
Leon Palmer, disease
Ivan L. Price, in action
Roy L. Shaw, disease
Lawrence C. Sieveke, disease
Henry E. Turner, in action
Howard H. VanVoris, in action
Vern D. Weeks, in action
Logan Wheeler, in action
George D. Witt, in action
Fred Wivell, disease

APPENDIX H

CHARTER MEMBERS OF NATIONAL FRATERNITIES AND SORORITIES

(In order of founding)

Prepared by Isobel Keeney

Kappa Sigma—Harold MacLeod, Nelson Sweetser, Fred Moss, Walter Dalquist, Arthur Bryan, Cecil Martin, Edward Quinn, William Coulter, Daryl White, J. Otto Almen, Harry Crouch, Clarence Voelher,

Walter Graham, Grover Harrington, V. M. Jones, J. B. Thompson, Roderick McRae, J. O. Dalquist, Richard L. Jones.

Sigma Nu—Willard Mitchell, Wallace DeWitt, Reed Fulton, P. E. Crane, Cecil Cave, Roy Merritt, Virgil Patton, Samuel Kimbrough, Holt Boone, Horace Smith, Earl Galbraith, Robert Phillips, Ralph Lowry, George Shearer, John Harbert, Raymond Slate, John Foran, Stanley Armstrong, Elmer Rogers, Lynne Fullerton, Chester Anderson.

Alpha Tau Omega—M. K. Snyder, M. K. Akers, L. G. Shelman, C. F. Anderson, O. D. Welsch, C. J. Cooil, O. T. McWhorter, Fred B. Olds, Harry M. Chambers, M. A. Bowen, F. Howard McCormick, B. E. Smead, H. A. Betaque, F. E. Moberly, L. M. Buck, Joe P. Laird, Matthew Brislawn, L. I. Brislawn, A. B. Childs, W. Wade Wilson, M. B. Rucker, Ivan J. Putman, J. T. Percival, J. J. Barnes, W. R. Marston, C. E. Knight, George K. Reeder, Edward Keinholz, S. C. Hollister, Joe M. Shields, A. T. Peterson.

Sigma Phi Epsilon—Max E. Baumeister, Howard Chase, Rex Gardner, Edward Walsh, Herman Engelland, Ralph Alway, Arthur Goff, S. Joy Rowland, Frank Brownell, Berger Bendixen, George E. Scott, William Ness, William Hoppe, Irving W. Howe, Thomas Elliott, Leslie Wood, Verne Sproat, Elston Hill, A. Robert Walsh, Vernon McCain, Forrest Garrett, Ralph Holgerson, Adolph Bloom.

Pi Beta Phi—Helen Roudebush, Anita Gallagher, Grace Post, Doris Schumaker, Helen Quarels, Elizabeth Painter, Edna Davis, Bessie Babcock, Lillian MacLeod, Inez Weaver, Florence Westacott, Zelva Mecklem, Gladys Grubbe, Ruth Shoudy, Alma Pritchard.

Alpha Delta Pi—Elva Gray, Naomi Clark, Verna Hopkins, Elizabeth Jacobson, Mabel Fancher, Ruth Steere, Harriet Taylor, Margaret Dickenson, Beatrice Kittrell, Winifred Windus, Caroline Bressler.

Kappa Alpha Theta—Grace Coulter, Dorothy Fortier, Gladys Waller, Margaret Brislawn, Marion Gray, Gladys Persels, Anna Waller, Marie Wilmer, Viola Vestol, Leila Egg, Grace Baker, Frances Towne, Olive Turner, Marie Vestal, Melcina LaFollette, Hazel Tannatt, Martha Miller, Ella Alexander, Ruth Boedefield.

Lambda Chi Alpha—A. L. King, Edwin Bailor, Ross Gridley, C. Frank Worthen, Ray Jacobs, Perry Atwood, A. Leland Beam, J. Howard Stephen, Earl M. Cooke, William Illman, W. L. Muenscher, Roy L. Clarke, John H. Savage, Chester Worthen.

Kappa Psi—V. T. McCroskey, Harold Armstrong, G. Floyd Mannring, J. H. Bradbury, J. W. Rembowski, Oswald Foss, Albert O. Walsh, J. G. Moore, Loren Babcock.

Sigma Alpha Epsilon—Harold Peckenpaugh, H. G. Holt, G. E. Meany, H. E. Burdette, E. E. Hager, S. A. Swanson, S. S. Hart, T. O. Tyrer, R. C. Howard, Jean Hunnington, J. E. Morris, C. C. Boone, C. C. Casad, William Hinchliff.

Alpha Chi Omega—Lydia Champlin, Winnie Shields, Beryl Campbell, Iva Davidson, Jennie MacCormack, Irene Palmer, Rachel Shuman, Emma McCormick, Lelia Nordby, Beryl Wadsworth, Dorothy Alvord, Helen Holroyd, Annie Palmer, Grace Stonecipher, Elizabeth Henry, Doris Lay, Mary Setzer, Beulah Kelly, Gertrude Stephens.

Phi Delta Theta—R. W. Chase, S. A. Sorenson, Rufus Schnebly, Robert M. French, Phillip Myers, Marion E. McAninch, Ronald Getty, Harold Quick, Ray Forgy, Erich Kossner, Buehl Felts, Harold Gingrich, Ivan Gingrich, Arthur Pederson, Herman Kassebaum, C. A. Isaacs.

Delta Delta Delta—Bernice Chilton, Mattie Pattison, Bernice White, Genevieve Collins, Ruth Johnson, NaAmy Hedberg, Grace Hofreiter, Dorothy Arnold, Verna Sietz, Georgine Felts, Naomi Danielson.

Delta Zeta—Ruth Allen, Lelah Burgess, Gladys Clarke, Myrrh Shoudy, Hilda Truedson, Flossie Wakefield, Flossie Folsom, Lottie Hunt, Marjorie Johnson, Ruth Leuthy, Vashti Fenne, Glenna Fletcher, Olive Pearson, Lelia Chapman, Nellie Morrison.

Sigma Chi—Herman Adams, Louis Champlin, Clyde Clark, Harold Crisman, Leonard Fenn, Carl Fritts, John Gaiser, Carlyle Hansen, Merrill Heald, Chadwick Heath, Edward Hinton, Clarke Jackson, Charles Jans, Donald Kurtz, Emile Lindley, Arthur Medby, Frank Myers, Donald McEachren, Edward Rathbun, Edward Moon, Nile Saunders, Edward Stevens, Glenn Twigg, William Winans, Irl Zimmerman.

Beta Theta Pi—Harold Merritt, John Hamilton, Jervis Fulmer, Marteil Kotula, William Laney, Harold Merrin, D. Olin Bean, Walter Hansen, Clifford Gay, Donald Stewart, Ernest Johnson, Arthur Wegner, Leslie Fertig, Harold Olson, Laurence Leveen, Julian Swanson, Merle Means, Roger Hamilton, Ralph Strausz, Clarence Sauer, Walter Beach, Charles Carpenter, Payne Swan, Alfred Merritt, Lester Herman, Otho Love, Leslie Oberland, Weldon Williams, Merle Junk.

Kappa Kappa Gamma—Ione Anderson, Margaret Beinhart, Gladys Beck, Ruth Brockway, Kathleen Buckland, Beulah Burkett, Avis Carey, Charlotte Davies, Ruth Cresswell, Doris Didricksen, Olga Edwins, Esther Eiffert, Helen Fenn, Hazel Huffman, Roberta Houtchens, Dorothy Jacobs, Marguerite Jones, Elizabeth LaRue, Gladys McIlveen, Gertrude Morfitt, Edith McBride, Alma Heofel, Carrie Ott, Mary Pentland, Wilma Porter, Ina Sartorious, Della Prell, Anna Scott, May Springer, Mary Severs, Bessie Simmons, Annebel Wells, Marjorie Sturdavent, Belle Wenz, Bernadine Weise, Elva Worthen, Grace Young, Dorothy Zaring.

Theta Xi—A. H. Roberts, J. W. Greene, R. C. Guse, Joseph Williams, L. O. Howard, F. D. Rigg, G. A. McNeill, H. V. Carpenter, G. E. Thornton, Lester Moyer, G. C. Farnsworth, S. J. Guildjord, A. C. Abell, N. E. Lefe, F. D. Kelley, P. A. Washburn, J. F. Ziegler, P. S. Forin, J. R. Ward, J. L. Bell, Harold Vance, B. K. Ruehl, A. B. Becker, L. A. Krieder, H. J. Miller, R. G. Miller. L. B. Hills. H. W. Goude, L. R. Hales, M. B. McIlveen, E. L. Greene, D. E. Moodee, C. R. Dennman, W. D. Smith, H. E. Phelps, Harry Garver.

Sigma Kappa—Fanny Kyle, Celia McDowell, Esther Johnson, Lela Johnson, Ruby Adams, Gladys Adams, Mildred Stall, Gertrude Hart, Ruby Larson.

Alpha Gamma Rho—Clifford Armstrong, Hugh Armstrong, G. Orien Barker, Herbert Anderson, Irwin Ingham, Joe Knott, Arthur Post, C. F. Webster, Thomas Webster, Louis King, Edwin Landerholm, Hubert Lincks, F. J. Stevenson, Lincoln Lounsbury, Frank Ruper, Roy Westley, J. H. Longwell.

Kappa Delta—Thelma Mahanes, Olive French. Ruth Roberts, Mabel DeShazer, Olive Pritchard. Eva Nordin, Mamie Deane, Marjorie Faulkner, Fay White, Florence Carpenter, Ellen Bergstrom, Mary Nevin, Lita Layton, Helen Spees, Hazel Holmquist, LaVilla Cutler, Thelma Chisholm, Ruth Stephenson, Eleanor Springer, Margaret Yeakey, Lillian Yeakey, Gana Hinrichs, Retha Sandell, Francis Ahnert, Katherine Grey, Dorothy Lawler.

Alpha Gamma Delta—Lucille Chapman, Mildred Drummon, Katherine Drummond, Mary Stewart, Olive Leiser, Helen Davidson, Kathleen O'Halloran, Fern Lyon, Pauline Endres, Edith Mathers, Florence Schoonover, Mildred Waters, Melba Hadley, Madge Hadley, Helen Jolliffe, Evelyn Little, Dorothy Bishop, Francis Sibley, Olive Amery, Merle Ellis, Marion Lawton, Louise Blake, Martha Rosenbery, Maxine

Siebenbaum, Adelaide Heald, Ruth Siemans, Mae Siemans, Mamie Mackey.

Chi Omega—Helen Argo, Ruth Davies, Mary Dunning, Alice Seeley, Dorothy Slater, Dorothy Israel, Marion Ulley, Helen Stackhouse, Elsie Smith, Margaret Wakefield, Katherine Tenney, Doris Marsolais, Elizabeth Rosborough, Louise Murchison, Estelle Erickson, Mona Yost, Ruth Flavin, Marion Van Scoyoc, Faye Stockton, Ruth Smalling, Mildred Smalling, Harriet Wright, Neita Albright, Velma Nichols, Florence Poole, Beatrice Wilson.

Theta Upsilon—Eunice Washburn, Lillian Wingett, Hazel Bales, Carol Goodrich, Ida Hedborg, Gladys Hebner, Mary Large, Gladys Hamilton, Penelope Dart, Elsa Doerner, Gladys Squires, Hilda Leonard, Emma Beale, Beatrice Cogswell, Bonita Thompson, Ruth Carlson, Florence Randolph.

Theta Chi—Willard Duffy, Walter Gildersleeve, Robert Hall, Fred Allen, Gerhard Ahnquist, Richard McMahon, Arthur Peterson, Howard Waite, Clesent Washburn, Harold Weingarten, Wilbur Weisel, Clarence Worlds, Parker Cushen, Theodore Muncaster, Lowell Wiggens, Laurence Wiggens, Robert Bassett, Jack Billings, Robert Bucklin, Sanford Church, Wayne Collier, Ben Curran, Malcolm McLeod, Harry Palmer, Robert Prescott, Morgan White, Oswald Beedon, Fred Bowman, Harry Bowman.

Alpha Xi Delta—Margaret Baker, Edna Buck, Maude Curtis, Ruth Dixon, Blanche Hjertoos, Marjorie McConahey, Clarice Shattuck, Ruth Austin, Gladys Borseth, Marian Cooper, Inez Ewing, Violet Hammond, Hazel Kennedy, Esther Knox, Catherine Ulrich, Naomi Walters, Audrey Yeo, Avis Yeo, Doris Doyle, Gladys Dreyer, Grace Griffith, Marian Haines, Geraldine Munson, Fay Newland, Evelyn Glascock, Velma McMillan.

Phi Sigma Kappa—Harold Crawford, Leo Lee, Vernon Day, Charles Watson, Warren Harper, Fred English, Reginal Airey, William Langford, Lloyd Loffler, David Weber, Vernon McMartin, Roy Moller, Franklin Van Zandt, Donald Williams, Gardner Hart, Marian Cady, Horace Campbell, Robert Cooper, Albert Daubert, Dan Daubert, Wayne Doughty, Jack Stiller, Gordon Wotherspoon, Paul Helmer, Donald Taylor, Clifford MacDonald, Edwin Linke, Emil Lindseth, Eugene Lane, Irving Jensen, Jay Harris, Wayne Murphy, William Schreiner.

Phi Kappa Tau—James Cerveny, Alden Couch, Allen Ellingson, Jack Fingland, Russell Franzen, Fred Friberg, Henry Giles, Weston Goodrich, John Harrington, Robert Hendricks, Carlot Hovland, Ford Kassa, Aubrey La Plante, Elton Larson, Tennis Lerue, Gilman LeVesconte, Leo McArthur, Orville Myers, Harold Nicholas, Emil Olson, Joseph Peterson, Raymond Phillips, Otis Tucker, John Van Gelder, Robin Wilson, Lee Fanning, Charles Plomason, Fred Morisette, Robert McClummins, Hervie Gilbert, Phillip Millard, William Thompson, Donald Fogelquist, Carl Hapfer.

Alpha Kappa Lambda—Rudolph Anderson, Allan Harvey, Paul Hungerford, John May, Virgil McFarland, Sidney Roys, Charles Tiffany, Roy Betts, Frank McFarland, Oren Palmer, Joseph Temby, Carlyn Winger, Clarence Carrell, Elbert Oliver, Harold Davis, Virgil McGee, A. B. Matthieson.

Tau Kappa Epsilon—Raymond Adams, Fred Applequist, Orson Davenny, Alton Davenny, Paul Diediker, Kennard Jones, Elmer Henry, Stanley Pattee, Lewis Patton, Robert W. Ross, LeRoy Bendix, Ray Carson, Patrick Bresnahan, Leslie Mason, George Wallace, Walter Mikkelsen, Eldred Peacock, George Prior, Laurence Dash, George Raichle, George Desmond, Gilbert Peck, Vance Shelhamer, Joe Koegler, Harvey Wixson, Herbert Wixson, George Starlund, Carl Anderson, Ernest Mik-

kelsen, Wallace Buchanan, Hugh Dressel, James Hoyer, Lyle Ternahan, Elvert Kibbler, Bangt Anderson, Virgil Purnell, Eugene Tardy, E. M. Webb, Seth Wills, Dr. E. F. Dummeier.

Zeta Tau Alpha—Eleanor Axelson, Josephine Brown, Helen Thiebes, Anne Norvell, Birdie Cole, Wilma Dimmick, Agnes Driscoll, Marguerite Dunlop, Marie Hull, Vivian Killin, Maybelle Luiten, Grace Norvell, Bernice Ohneck, Harriet Sage, Donna Jean Trumbull, Inez Waldorf, Dorothy Sage, Ella Russell, Helen Reese, Ida Reese, Genevieve Horan, Helen Hudson, Helen Mighell, Margaret Batterton, Hallene Chard, Alfreda Crumpacker, Dorothy Grimes.

APPENDIX I

LIST OF PRESIDENTS OF THE ASSOCIATED STUDENTS

1901—H. E. French
1902—John H. Jones
1903—S. O. Jayne
1904—Samuel Robinson
1905—Frank Kreager
1906—J. Brislawn
1907—H. E. Goldsworthy
1908—R. C. McDaniel
1909—E. A. Kincaid
1910—Milton Newhouse
1911—C. J. Cooil
1912—Harry Chambers
1913—James Williams
1914—W. J. Koppen
1915—Paul Dupertius
1916—Paul Browder
1917—Eri Parker
1918—Julius Hollman
1919—Allan Atlason
1920—David Hartz
1921—J. H. Dobbin
1922—Milton Endslow
1923—Frank Misner
1924—Fred Weller
1925—Harold Weingarten
1926—Kenneth Bageant
1927—Reuben Youngquist

EDITORS AND BUSINESS MANAGERS OF THE EVERGREEN

	Editor	*Manager*
1895	Will D. Todd	Peter Brown
1895	Fred C. Dunham	L. V. Corner
1896	Will D. Todd	Chas. Harlowe
1897	Harold J. Doolittle	M. R. McCroskey
1898	Byron Hunter	W. M. Duncan
1899	W. M. Duncan	W. D. Outman
1900	F. F. Nalder	Henry A. Miller
1901	Harley E. French	John B. Evans
1902	A. L. Hooper	A. J. Turner
1903	Zella E. Bisbee	J. R. Wester
1904	Frank O. Kreager	H. W. Walter
1905	Clare Todd	Roy G. Adams
1906	Robert E. Gay	W. J. Robinson
1907	Ralph P. Cowgill	Floyd W. Rader
1908	J. L. Ashlock	George Lawrence
1909	Dana Murdock	Edgar Ludwick
1910	Mary Bird	V. G. Stambaugh
1911	R. W. Merritt	George Shearer
1912	J. G. Rake	G. P. Koch
1913	Howard Gregory	H. J. Freier
1914	G. F. Richardson	O. A. Rosecrans
1915	William V. Nessley	J. A. Sly
1916	F. M. Busby	Ervin E. King
1917	Hill Williams	H. M. Skidmore
1918	Wendell Chapman	Basil Austin
1919	E. L. Dunlap	Reade Young
1920	Emile Lindley	Roy Hall

1921—Laurence Leveen	Daryl Leonard
1922—Clayton Bernhard	Ellison Mundy
1923—Chester Reese	Fred Weller
1924—Walter Horan	Ted Muncaster
1925—Elmun Fetterolf	George Staples

EDITORS AND MANAGERS OF THE COLLEGE ANNUAL, THE CHINOOK

Editor	*Manager*
1899—Daisy Busbey	William M. Duncan
1901—Lewis M. Hatch	Harry E. Burke
1902—J. H. Jones	Arthur J. Turner
1903—J. C. Early	R. B. Shaw
1904—S. E. Robinson	H. W. Walter
1905—Hugh C. Todd	W. J. Jones
1906—J. W. Brislawn	E. A. MacKay
1907—H. E. Goldsworthy	L. A. Lewis
1908—R. E. Chapman	J. H. McCroskey
1909—E. A. Kincaid	Harry Betaque
1910—Milton Newhouse	E. T. Love
1911—Charles Q. North	O. T. McWhorter
1912—V. O. McWhorter	Alva L. Strausz
1913—E. R. Jinnett	James Williams
1914—Victor Menaglia	William Rusch
1915—Lyman Passmore	Corwin Babcock
1916—R. C. Howard	A. P. Croonquist
1917—Tom J. Perry	Joe Davis
1918—Ray McKenna	Ward Rinehart
1919—Allan Atlason	Henry DeYoung
1920—David Hartz	William Phipps
1921—D. J. Stewart	J. H. Dobbin
1922—Milton Endslow	Earl V. Foster
1923—Grace Troy	Harry Jensen
1924—Thad Byrne	Alan Sampson
1925—Gladys Gue	John Marble
1926—Kenneth Bageant	Norman Morris
1927—Robert Bassett	Norman Morris

ATHLETIC ASSOCIATION PRESIDENTS*

1894—Peter Brown	1903—J. C. Early
1894—S. B. Long	1904—Byron Stimmel
1895—F. M. Lowden	1905—Byron Stimmel
1896—W. W. Doty	1906—James Thayer
1897—J. H. Jones	1907—Harold Davis
1898—E. Boyd Hamilton	1908—J. B. Halm
1899—D. P. Woods	1909—R. V. Baker
1900—C. H. Goodsell	1910—Garnett Watters
1901—C. J. Proff	1911—Ralph Lowry
1902—S. Shedd	

*After 1911-12 the Athletic Association was superseded by the Athletic Council.

FOOTBALL

Captain	*Manager*
1894—Fred B. Long	
1895—Frank M. Lowden	
1896—Milton McCroskey	
1897—Joe Winston	

1898—Boyd Hamilton	
1899—Boyd Hamilton	
1900—J. O. Elton	E. O. Browne
1901—Arthur Hooper	O. L. Adams
1902—John H. Jones	A. E. Williams
1903—Clyde R. Gill	O. E. Miller
1904—Clyde R. Gill	E. W. Thorpe
1905—Elbert D. Stewart	F. O. Kreager
1906—H. E. Goldsworthy	C. S. Sapp
1907—L. H. Nissen	J. M. Lillegren
1908—Herbert Wexler	Houston McCroskey
1909—Cecil Cave	J. H. Jones, Grad. Mgr.
1910—Fredrick P. Hunter	J. H. Jones
1911—Thomas Fishback	J. H. Jones
1912—Joe Harter	John Bender, Grad. Mgr.
1913—Leo Coulter	John Bender, Coach, Mgr.
1914—Emory Alvord	John Bender
1915—Asa Clark	J. F. Bohler
1916—Benton Bangs	W. H. Dietz, Coach and Mgr.
1917—Clarence Zimmerman	W. H. Dietz
1918—(No college football)	W. H. Dietz
1919—Richard Hanley	
1920—Fred Hamilton	Harry Chambers
1921—Earl Dunlap	G. A. Welch, Coach, Mgr.
1922—Ford Dunton	G. A. Welch
1923—Vernard Hickey	G. A. Welch
1924—Harold Slater	G. A. Welch
1925—(Acting captains only)	A. A. Exendine, Coach, Mgr.
	A. A. Exendine
	Lacey Murrow, Mgr.
	Earl V. Foster

BASEBALL

1896—L. B. Long	1911—Henry Bradley
1897—A. L. Hooper	1912—Eddie Pape
1898—Joe Winston	1913—Ross McElroy
1899—Boyd Hamilton	1914—Clifford Casad
1900—S. N. Davis	1915—Albert Anderson
1901—Hans Mumm	1916—Albert Hartman
1902—Leo Thompsen	1917—Lyman Passmore
1903—F. T. Barnard	1918—Bryan Lewis
1904—E. W. Thorpe	1919—David Kuehl
1905—E. E. Saunders	1920—Norbert Kulzer
1906—Frank Brown	1921—McClellan Rockey
1907—Frank Brown	1922—Roy Sandburg
1908—Charles Weller	1923—Stanley Bray
1909—Lyle Buck	1924—Harold Cooke
1910—Lyle Buck	1925—Harold Weingarten

BASKETBALL

1902—Fred Thiel	1914—Laurence Sampson
1903—Fred Thiel	1915—Victor Anderson
1904—J. H. Fulton	1916—Norman Moss
1905—J. H. Fulton	1917—Roy Bohler
1906—Roy Malony	1918—Albert Sorenson
1907—Maberry Davis	1919—Julius Hollman
1908—Floyd Rader	1920—Eddie Copeland
1909—Chester Anderson	1921—Milo McIvor
1910—Chester Anderson	1922—Bryan Friel

1911—Ralph Lowry
1912—Charles Knight
1913—Ralph Lowry
1923—Harold Sorenson
1924—Lowell Schroeder
1925—Bryan Reese

TRACK

1895—Paul Long
1896—F. McReynolds
1897—J. H. Jones
1898—G. Palmerton
1899—G. Palmerton
1900—W. W. Boone
1901—J. B. Evans
1902—J. B. Evans
1903—E. Person
1904—R. M. Godman
1905—O. M. Thomle
1906—O. M. Thomle
1907—Ralph Cowgill
1908—J. B. Halm
1909—Ivan Putman
1910—Clarence Cooil
1911—Tabor LaFollette
1912—John Dahlquist
1913—Eddie Love
1914—Lester Cooke
1915—Carl Dietz
1916—Lusker McCroskey
1917—Alfred Miller
1918—Leroy Schactler
1919—Clement Phillips
1920—Charles Smith
1921—Eldon Jenne
1922—Frank Rowlee
1923—Robert Davis
1924—Elmer McCarty
1925—Ernest Durrwachter

WINNERS OF THE STEARNS MEDAL

1903—Hugh C. Todd
1904—Frank O. Kreager
1905—W. J. McLean
1906—N. J. Aiken
1907—Elizabeth Prior
1908—A. E. Price
1909—Milton Newhouse
1910—Lester D. Harrison
1911—Harry M. Chambers
1912—Louis Brislawn
1913—George Richardson
1914—L. B. Vincent
1915—J. T. Longfellow

WINNERS OF THE LOMBARD MEDAL

1902—Eugene Person
1903—Arthur L. Hooper
1904—Milton A. Klepper
1905—N. Jesse Aiken
1906—Lee M. Lampson
1907—John Brislawn

INTERCOLLEGIATE ORATORICAL CONTEST

(Whitman, W. A. C., Idaho, started 1897, in spring.)

1899—Leo Totten
1902—Bess McKay
1903—S. Robinson
1904—Hugh C. Todd
1905—Joseph Brislawn
1906—Milton Klepper
1907—Fern Healey
1908—Harry Goldsworthy
1910—Haines Burgess

APPENDIX J

The regents appointed in 1891 were A. B. Conover of Port Townsend, Eugene J. Fellows of Spokane, George W. Hopp of Sedro, J. H. Bellinger of Colfax and A. H. Smith of Tacoma. George Hopp was succeeded by Daniel Lesh of Yakima in October, 1892.

By action of the legislature in March, 1893, none of these members were confirmed.

Governor John H. McGraw appointed Charles R. Conner of Spokane, E. S. Ingraham of Seattle, John W. Stearns of Tekoa, H. S. Blandford of Walla Walla and T. R. Tannatt of Farmington. The terms of Stearns and Tannatt would expire in March, 1895, those of Ingraham and Blandford in 1897 and Conner's in 1899.

Mr. Conner resigned in 1895 and was succeeded by J. W. Arrasmith who served until 1897. He was succeeded by J. A. Powell of Pullman who served from April to November, 1897. Powell was succeeded by H. W. Canfield who was reappointed in 1899 and served until 1903 at which time he resigned. Canfield was succeeded by Senator J. P. Sharp who served until the end of his term, 1905. He was succeeded by J. J. Browne of Spokane who was reappointed in 1911 and died in office in 1912. Jas. C. Cunningham of Spokane succeeded Browne and served until the end of the term in 1917. He was succeeded by A. D. Dunn who was reappointed in 1923.

J. W. Stearns was appointed in 1893 and reappointed in 1895 and again in 1901. He resigned in 1903 and was succeeded by U. L. Ettinger of Colfax who served out the term until 1907. He was succeeded by Lee A. Johnson of Sunnyside who served out the term to 1913. No successor being appointed, he continued to serve until his death in January, 1914. A vacancy followed until February, 1915, at which time W. A. Ritz of Walla Walla was appointed. He was reappointed in 1919 and 1925 and his term will expire in 1931.

T. R. Tannatt of Farmington, appointed in 1893, was reappointed in 1895. He resigned in 1899 and was succeeded by J. E. Edmiston of Dayton who died in 1900. He was succeeded by F. W. D. Mays of Pomeroy who was not confirmed in 1901. H. D. Crow of Spokane was appointed in 1901 and resigned in 1905 by reason of his election to the Supreme Court. He was succeeded by Senator Peter McGregor of Hooper who was again reappointed in 1907 and continued throughout the term until 1913. His successor not being appointed, he continued to serve until March, 1914, at which time he resigned. There remained a vacancy until February, 1915, at which time Edwin T. Coman of Spokane was appointed. Mr. Coman was again reappointed in 1919. He resigned in 1922 and was succeeded by Arthur W. Davis of Spokane who was reappointed in 1925 and whose term will expire in 1931.

E. S. Ingraham of Seattle was appointed in 1893 for the term which expired in 1897. He was succeeded by W. V. Windus of Pullman who served from April to November, 1897, at which time he resigned. He was succeeded by Hon. George M. Witt of Harrington who resigned in 1899 and was succeeded by Frank J. Barnard of Seattle who was reappointed in 1903 and again in 1909 and who died in office in 1910. He was succeeded by Senator David S. Troy who was reappointed in 1915 and died in August, 1916. Mr. Troy was succeeded by William M. Pease of Seattle who served out the term until 1921. He was succeeded by F. S. Stimson who died in office in November, 1921. Mr. Stimson was succeeded by J. H. Hulbert of Mt. Vernon who was reappointed in 1925 and whose term will expire in 1933.

H. S. Blandford was appointed in 1893 for the term expiring in 1897. He was reappointed in 1897 but resigned the same year. He was succeeded by R. C. McCroskey of Garfield whose term expired in 1903 but who continued to serve until 1905 at which time he was succeeded by J. S. Anderson of Asotin who served until 1909. Governor Hay appointed R. C. McCroskey who was reappointed again in 1915 and 1921. He died in April, 1922, and was succeeded by Senator F. J. Wilmer of Rosalia who was reappointed in 1927 and whose term expires in 1933.

Eight regents died in office: Regents Edmiston, Barnard, Troy, Stimson, Browne, Johnson, McCroskey and Dunn.